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ABSTRACT

This manual, one of four related documents, is the last stage in a sex fairness program implemented in the Tredyffrin/Easttown School District (Pennsylvania). It outlines a practical process any district can use to make its curriculum sex-fair. The first part describes a series of workshop meetings in which members of the curriculum revision committee can learn how to identify and change bias in all parts of the curriculum. It begins with an overview of the process, spells out agendas and tasks for each workshop session, and supplies a list of resources. The second part of the manual provides sample sex-fair teaching materials for nearly every subject and grade, grouped under separate headings for elementary and secondary schools. (Author/LD)

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BECOMING SEX FAIR

THE TREDYFFRIN/EASTTOWN PROGRAM
A Comprehensive Model for Public School Districts

stage three manual:
revising the curriculum

Developed by: *Marylyn E. Calabrese, Project Director*

Barbara S. Donaldson and David H. Johnston,
Field Coordinators

and the staff of the

Tredyffrin/Easttown School District

George F. Garwood, Superintendent

Women's Educational Equity Act Program
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Patricia Roberts Harris, Secretary

Mary F. Berry, Assistant Secretary for Education

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HISTORY

The Sex Fairness Program at Tredyffrin/Easttown (T/E) began modestly in April 1974, with a small committee appointed by Dr. George F. Garwood, School Superintendent. The committee's job: to look over the education program from top to bottom, to see what the district needed to do to offer equal education to children of both sexes.

By June 1977, the committee was putting the finishing touches on a federally funded program that school districts across the nation might use as a blueprint for making their programs sex fair.

What happened in between?

How did T/E grow from a few people -- the Sexism Study Committee, chaired by English teacher Marylyn Calabrese -- settling down to talk about sexism, to administrators, teachers, and parents throughout the district becoming involved and supportive of the T/E Sex Fairness Program?

The first year, 1974-75. "Let's be specific," the committee decided from the beginning. So they met through the year to analyze what was happening at T/E and to look over sex fairness resources available from around the country.

Then they spelled out -- in 90 specific guidelines -- just what had to be done to remove bias (1) from the curriculum; (2) from extra curricular activities; (3) from guidance materials and practices; and (4) from the personnel policies.

Soon they saw that administrators would need some easy-to-use materials to get the job done in each of the four areas. So, in a summer workshop, the committee came up with a handy packet of in-service activities to explain what sexism is and how it limits students, and to show how the guidelines could help eliminate sexism in the T/E district.

The second year, 1975-76. With in-service activities in hand, the committee and other school district administrators took the program to teachers throughout the district. The response was encouraging; many teachers and other staff members were asking how they could work around biased texts in current use. "We need sex fair activities and units to supplement these," was the request from teachers at all grade levels.

Others pointed out that for sex fairness to become a reality, parents too, must understand and support it.

At the same time, the committee began to get requests for information on sex fairness programs from many school districts in Pennsylvania.

The committee considered the possibilities: "Our experiences and future plans could be helpful to other districts in becoming sex fair," they reasoned. They decided to write a proposal for a grant to record their efforts in such a way that almost any district could follow the same process they used.

So they applied to the Department of Health, Education and Welfare for funds under the Women's Educational Equity Act of 1974. In the proposal, the committee suggested that any district trying to eliminate sexism would probably go through the stages T/E was going through. In the first stage, they'd identify what had to be done; in the second, they'd plan and carry out a complete in-service program; in the third, they'd revise the curriculum, K-12.

The committee also proposed that it would be important to validate the model by trying it out in other school districts before offering it to any school districts nationally.

The third year, 1976-77. An exciting, challenging year started with the news that T/E had been awarded a two-year grant to develop a model sex fairness program. Newspapers picked up the story of T/E's leadership, and more districts called for assistance. It was also a rewarding year of involvement throughout the district:

- Fifty teachers and guidance counselors from all subjects and grades got together to figure out how to make a total curriculum sex fair. In small groups, they revised their own subject areas and created specific units, assignments, and suggestions for countering sexism in the major subject areas. They tried out everything in their own classrooms.
- Parents from T/E's eleven schools identified what parents should know about sex fairness and how it was best to get the message across. Support for the program was based on open communication.
- Administrators met to spell out the particulars of an administrator's role in a comprehensive sex fairness program.

Meanwhile, the original Sex Fairness Committee improved the materials they had created earlier and, with the assistance of outside consultants, prepared the finished program for printing and testing. Also, a group of teachers and administrators looked over all materials to see that everything was free of racial bias as well.

The fourth year, 1977-78. The project staff identified districts in Pennsylvania to try out and validate T/E's model. Interested in complying with state and federal laws banning sex discrimination, many districts were pleased to find methods and materials they could adapt so easily to their own needs for sex fairness. More than that, they found the program spoke their language since it had been developed by their counterparts in another school district.

The T/E district is happy to share with your district its model for providing equal educational opportunities to all students, regardless of sex. It's not a magical formula; its success will rest on commitment, time and effort from you. But the investment you make now in sex fair education will pay handsome dividends in the futures of countless students who will pass through your hallways and classrooms in the coming years.

PROGRAM ORGANIZATION

Becoming Sex Fair is organized into three stages. Each stage will help you design and carry out one part of a sex fairness program matched to your school district's needs. A separate Coordinator's Manual provides an overview of the program, as well as additional information and guidance for the person responsible for organizing and implementing the district-wide sex fairness program.

Stage One: Preparing for Change helps you to identify your district's needs and to establish sex fairness guidelines in all educational areas. Suggestions are given for implementing these guidelines, while a supplementary section prepares administrators for carrying out their responsibilities.

Stage Two: Planning the In-Service Program explains how to develop a comprehensive in-service program for administrators, teachers, and parents. In addition, you'll find step-by-step directions for preparing and leading individual meetings. The manual contains many activities and resources to use at in-service meetings or in the classroom. To find other valuable sources, you can refer to the annotated bibliography.

Stage Three: Revising the Curriculum is in two parts. The first part describes the characteristics of a sex fair curriculum and explains how to conduct a workshop in which teachers and other members of the professional staff begin the task of reviewing and revising the curriculum for their areas. In the second part you'll find sample materials which offer ideas for making a curriculum sex fair in many subject areas and at all grade levels.

INTRODUCTION

Is it possible to remove most traces of sex bias from your district's curriculum? Not only is it possible, but also it is essential if you are to graduate students who see themselves as individuals unfettered by the bonds of old stereotypes. For it is through the curriculum that you have the most direct impact on students; day in and day out, a sex fair curriculum reinforces the idea that it is the child's abilities, interests, hopes, drive and skills that make the difference in that child's aspirations; classification by gender should have nothing to do with the schedule of courses or activities a student selects.

How do you remove sexism from the curriculum?

This manual, Revising the Curriculum, the last in a series of three produced for the Tredyffrin/Easttown Sex Fairness Program, outlines a practical process any district can use to make its curriculum; the second provides sample materials for carrying out the job.

Part I, "Toward a Sex Fair Curriculum," outlines a series of workshop meetings, during which members of the Curriculum Revision Committee learn how to identify and change bias in all parts of the curriculum. Part I begins with an overview of the process, spells out agendas and tasks for each workshop session, then supplies a list of helpful resources. After the workshop, the Curriculum Revision Committee can assist others in the district as they revise other sections of the curriculum.

Part II, "Sample Materials," provides sample sex fair teaching materials for nearly every subject and grade. Each activity was designed and used by teachers in that subject area as part of the curriculum revision process in the T/E School district. These materials are included as examples of what a district can produce by following the process described in Part I. Educators in your district can use these samples as they are; or they may prefer to change them or use them as a starting point for creating their own original materials. The materials in Part II are grouped under the headings "Elementary" and "Secondary."

Who should read this manual? The Program Coordinator of your district's Sex Fairness Committee should be familiar with all parts of stage three, as should all members of the Curriculum Revision Committee, who will be the participants in the workshop process described in Part I. As the Curriculum Revision Committee begins to work with teachers and others who will update their parts of the curriculum, then those teachers should receive copies of the Introduction to Part II, as well as copies of sample activities from their own and related subject areas.

For convenience and flexibility, the manual is looseleaf. Feel free to duplicate any of these materials for your sex fairness program. You also will find it easy to add pages whenever you wish. Particularly, you will be able to add copies of your own curriculum findings and needs, the results of your search and survey for sex fair materials, your plan of action, and the strategies for integrating sex fair curriculum materials into your own district's curriculum.

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THE PROCESS: OVERVIEW

THE SEX FAIR CURRICULUM: WHAT AND WHY

Dear Reader:

Take a random sampling of curricula from school districts across the country and most likely you'll find that sex bias abounds.

Much of today's education is based on yesterday's assumption that, depending on gender, girls and boys should prepare in different ways for life beyond high school.

As an educator, you've seen many casualties of sexism in education: students who limit their thinking or learning because of sex stereotypes. Remember the student who dropped out of Physics because she was the only girl in the class? What about the student who excelled in French, but refused to sign up for third-year classes because his friends pressured him to play soccer instead? Or the bright girl who sidestepped intellectual challenges since she was "just going to get married anyway"? And don't forget the countless boys who labeled themselves failures because they warmed the bench instead of playing first string. All are examples of children injured by sexism; children measuring themselves against outdated ideas about what they must learn or do because of gender.

A sex fair curriculum focuses on a different idea. It stresses that every student should have equal learning opportunities regardless of gender. The emphasis is on the individual, so that a child is encouraged to study art, higher math, consumer education, science, or office skills on the basis of ability and motivation. There is no obvious bias written into a course which signals the student that "this course is really for girls" or "only boys need to know this."

The sex fair curriculum recognizes that today's students will spend most of their lives in tomorrow's world, the twenty-first century. Therefore, it encourages every student to master a complex assortment of skills to get along in the world. Gender has nothing to do with it. A student's plans for the future should begin with, "I'm an individual with these abilities and interests, therefore I will..."; never with, "I'm a boy" or "I'm a girl, therefore I should..."

Family patterns are changing and will continue to change, with single-parent families becoming more common. Most of today's students -- girls as well as boys -- will spend at least 25 years in the work force. By choice and through necessity, more and more women will combine family and career. For all these reasons, every student must make education and career choices freely, from unbiased alternatives.

What, then, are some of the specifics of the sex fair curriculum?

- It begins with teachers, administrators and others in a school district who have been trained through in-service and other means to recognize what sexism is and how it limits students. Each educator understands that sex fairness is important not only in texts and teaching materials, but also in his or her classroom actions and remarks. The driver education teacher, for example, not only teaches all students the same skills -- from shifting gears to changing tires -- but also challenges any remarks about "women drivers."

- The sex fair curriculum is one which teachers at every level, K-12, have reviewed in depth for sexism. If they are using and must continue to use biased texts, they purchase or design supplementary material that presents a balanced picture of both sexes. For example, a history teacher, recognizing that the text overlooks women's contributions to early American history, might do something as simple as adding the names of women to a list of topics for research papers. Or the same teacher might devise a small unit on noted colonial women or show a film on the subject. When it's time to buy a new text, that teacher would make sex fairness an important criterion in the choice.
- In the district with a bias-free curriculum, each teacher knows his or her field in enough depth to recognize the contributions--large and small--that have been made by women through the years. He or she is well informed about social, economic and other pressures that might have prevented women from achieving full potential at different times and sees that students understand these forces, too.
- The sex fair curriculum provides children at every level with many examples of people of both sexes acting outside narrow stereotypes: men enjoying music and art; women working as scientists and police officers; girls leading groups and solving problems; boys reading, being creative, babysitting. The underlying idea is that people of either sex can try any of these activities without fear of stigma.
- Every course and school activity in the sex fair curriculum is open to both girls and boys. If a particular course--such as home economics or calculus--has been traditionally stereotyped for one sex, then special action has been taken to encourage interested students of the opposite sex to enroll.
- Because its foundation is equal education, the sex fair curriculum also recognizes the special needs of minority groups within the school community and includes their accomplishments as much as possible. The goal is elimination of every kind of bias.
- Finally, the sex fair curriculum complies with federal and state laws and regulations, many of which provide for the study of the contributions of women and minorities in school programs.

The rationale for all this is that sex fairness is a sound educational philosophy that benefits students of both sexes. Therefore, an in-depth curriculum review, K-12, in all subject areas is the most effective way to eliminate sexism in education. The idea is to make sex fairness an integral part of the full curriculum.

How do you go about it? Begin by reviewing, then revising, the curriculum for your subject area. The first part of this manual provides step-by-step guidance to help you get started. In Part II you'll find sample sex fair activities and assignments for many different subjects. These were designed and tested by teachers going through a similar process in another school district. These can serve as valuable working models for educators in your district. All this materials was created to help you make sex fairness an integral part of your district's curriculum.

Your work is an investment in the futures of the many students who will study in your schools today and tomorrow.

Geraldine A. Edwards
Education Writer
Parent
Tredyffrin/Easttown School District
Berwyn, Pennsylvania

TOWARD A SEX FAIR CURRICULUM: A WORKSHOP

The key to sex fair education is a bias-free curriculum. How do you prepare for the job of reviewing and revising your curriculum? Start by scheduling "Toward a Sex Fair Curriculum," the workshop described in Part I of this manual.

Here are the main items you'll need to consider in planning and carrying out the workshop:

- objectives
- participants
- schedule and organization
- workshop tasks
- expected outcomes

Each of these is explained in detail on the pages which follow.

OBJECTIVES

A well planned and executed workshop will help you and the other workshop participants to

- Explore your attitudes and beliefs about sex fairness;
- Develop expertise regarding sex-role socialization through the curriculum, the identification of sex fairness in curricular materials, and the process of curriculum revision for sex fairness;
- Check the teaching objectives, strategies, materials, and activities of your subject area/grade level for sex fairness; and
- Determine how to make the curriculum more sex fair by
  - -making plans to adapt the current curriculum so that it is more sex fair, and
  - -developing strategies for the integration of sex fair curriculum content and strategies into the existing curriculum, K-12.

Each session of the workshop is geared to some aspect of these objectives. Once you have completed the workshop, you will be prepared to guide and assist others in your district as they work to make the curriculum sex fair.

In meeting these objectives you will want to consider current district curriculum priorities. For example, a district need not attempt complete curricular review, K-12, but rather could concentrate on one special area, such as Basic Skills, K-6; Social Studies, 7-12; etc. Whatever the area of concentration, if there is one, a district can still be assured that it will have a sex fairness curriculum revision process as a result of this workshop; in addition, the district will have begun the actual planning for making the sex fair curriculum a reality.

PARTICIPANTS: THE CURRICULUM REVISION COMMITTEE

The Curriculum Revision Committee will be the participants in the workshop, "Toward a Sex Fair Curriculum." All members of this committee will be expected to participate in each session of the workshop. Those who will be unable to attend the workshop sessions should not accept committee membership, since they will not be prepared to participate in the sex fairness curriculum revision effort.

Who should be on the committee? You will want teacher representatives from all subjects, grades, and schools in your district, as well as administrators, guidance counselors, and media specialists. You'll need this broad base later to carry out changes in all parts of the curriculum. This means that from fifteen to twenty-five committee people (or less, depending on the size of the district) will be participating in the workshop. The group might include all or some of the educators who were involved in the Stage Two inservice program, as well as some new participants. If you have followed the T/E Sex Fairness Program in sequence, stages one, two, and three, your district will have two different groups in operation during Stage Three: the original Sex Fairness Coordinating Committee and the Curriculum Revision Committee. The task of the Sex Fairness Coordinating Committee is to continue monitoring the district-wide sex fairness guidelines as described in the Stage One Manual; the task of the Curriculum Revision Committee is to participate in the workshop sessions described in these pages. For additional information on this topic, as well as a sample letter inviting the staff to participate in the Curriculum Revision Committee, refer to the Coordinator's Manual.

In most districts, workshop members, by using the materials in this manual, can carry out workshop activities with little, if any, outside assistance. And through participatory leadership, different people can take on the responsibilities for different parts of the workshop so that no one person does everything. If you are on the Curriculum Revision Committee, you should prepare for each session of the workshop by studying the agenda and tasks so you can decide which responsibilities you'll take on.

You may want to devote part of the beginning of the first session (or hold a brief presession organizing meeting) to decide who will do what. For example, according to individual skills and interests, one person might order and show films; others might lead discussions or other workshop tasks; someone else might provide coffee at each session; and another person might be responsible for explaining the assignment(s) for the next session. For a sample outline of workshop responsibilities, see the chart on page 7.

One person should act as the workshop facilitator -- this may or may not be the Program Coordinator -- to make sure that all tasks and responsibilities are assigned and that the sessions stay on schedule. The facilitator may also introduce tasks, lead large group discussions, make assignments, and take care of any problems that arise in the workshop.

SAMPLE OUTLINE OF WORKSHOP RESPONSIBILITIES

CURRICULUM REVISION WORKSHOP

Sex Fairness Program Coordinator	*Sex Fairness Coordinating Committee*	*Curriculum Revision Workshop Facilitator*	*Curriculum Revision Committee Members*
1. Chair the coordinating committee 2. Monitor implementation of the Stage One Guidelines (e.g., staff and parent in-service activities) 3. Monitor the Curriculum Revision Workshop 4. Act as liaison between the committee, school district, and community	1. Establish Curriculum Revision Workshop objectives 2. Plan Curriculum Revision Workshop meetings and schedule 3. Identify workshop participants 4. Monitor the curriculum revision process 5. Assist in making plans for implementation of the sex fair curriculum If you have followed the T/E Sex Fairness Program in sequence, stages one, two, and three, this is the original group from the earlier stages	1. Establish meeting schedule particulars 2. Check to see all tasks/responsibilities for each meeting have been assigned 3. Make certain that meetings run smoothly You may or may not have a workshop facilitator different from the Program Coordinator	1. Complete assigned responsibilities for workshop meetings 2. Participate in workshop activities 3. Review and make plans for revising the curriculum 4. Assist in implementation of the curriculum revision process

SCHEDULE AND ORGANIZATION

This model has been designed as a five-day workshop. Agendas are provided that outline the specifics for each day of approximately six hours, with an additional one-hour lunch break. Other breaks are not specified.

How is the content of the workshop organized? The first two sessions are aimed at helping you understand sex-role stereotyping and its relationship to education. Different tasks identify what sexism is and isn't and give you a chance to try out some sex fair teaching materials. These two sessions prepare you for the last three sessions, in which you'll begin the challenging work of analyzing the total curriculum for sexism, deciding what changes need to be made, and then adapting the curriculum so that it presents an unbiased view of both sexes.

The first calendar on page 10 provides a suggested schedule for the five-day workshop. Ideally, there should be several weeks between Sessions 1 and 2, and between Sessions 2 and 3, to give everyone a chance to complete assigned tasks. It will be important to schedule time between the last three sessions so that you can concentrate on making plans for specific curriculum changes. For a summary of the workshop tasks specified in each of the five days, refer to the chart on page 12.

If five full-day sessions are not feasible, the workshop can easily be adapted.

- You can schedule the workshop for ten half-day sessions of approximately four hours each. The second calendar on page 10 suggests how to schedule these sessions throughout the school year, and the chart on page 13 provides a summary of how the workshop tasks can be divided for each of the ten half-day sessions.

- Alternatively, if less time is available, you can fulfill major workshop objectives during seven half-day sessions. With this adaptation, you would still cover major workshop objectives, although you would have less time to complete each task. The first calendar on page 11 shows this schedule, and the chart on page 14 shows how the workshop tasks might be broken down.

- If it is more convenient, you may want to have sessions of varying lengths. A suggested combination of full- and half-day sessions is provided in the second chart on page 11.

Feel free to rearrange the scheduled tasks, add to, or change them, based on your district's needs. However you adapt the workshop, be certain to revise the daily agendas in this manual to reflect your changes from the five-day model. On the agendas you'll find asterisks beside those items which you may want to consider omitting or shortening.

WORKSHOP TASKS

What kinds of tasks will help prepare you for revising the curriculum? As a workshop participant, you'll fill out surveys, view films, evaluate your own professional behavior, role play, discuss and analyze curriculum material. You also will try out some sex fair activities in your classroom or make arrangements with a colleague to do so.

What are the specifics for each workshop session? Agendas spell out the following for every session:

- **Preparations and Responsibilities**
- **Objectives**
- **Schedule and Tasks**
- **Evaluation**

To carry out some workshop tasks, you'll need printed materials, such as data surveys, checklists or film viewing guides. In each case, you'll find these immediately following the day's agenda. Use the materials as they are or adapt them to suit your needs.

Some workshop tasks may be familiar to you from the in-service meetings of Stage Two of this program. If most Curriculum Revision Workshop members already have worked with a specific task, you may wish to substitute a new one. However, don't hesitate to use the same activities again, since this is a new context with different reasons for using the activities. Some (such as the Self-Evaluation Checklists) are especially valuable the second time around, since they should show a change in behavior and attitude.

EXPECTED OUTCOMES

Here are some of the results you can expect from the Curriculum Revision Workshop:

- A group of people, the Curriculum Revision Committee, who know what's needed for a sex fair curriculum. You, as part of this group, will be the district's most valuable resource for making the sex fair curriculum a reality.
- The development of an ongoing process for curriculum review and revision for sex fairness, suited to your district's needs.
- A variety of sex fair curriculum materials, activities, and strategies developed by the Curriculum Revision Committee.
- A plan, including priorities, for integrating these and other materials into the district-wide curriculum.

On the next pages, you'll find the details for working toward a sex fair curriculum.

SAMPLE CALENDAR FOR CURRICULUM REVISION WORKSHOP

5 Full-Day Sessions

MAJOR EVENTS	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Identify Curriculum Revision Committee	--								
Establish schedule and organization	--								
Review agendas and tasks	--								
Order films	--								
Sessions		1 ▬	2 ▬		3 ▬	4 ▬	▬	5	
Review outcomes									--

10 Half-Day Sessions

MAJOR EVENTS	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Identify Curriculum Revision Committee	--								
Establish schedule and organization	--								
Review agendas and tasks	--								
Order films	--								
Sessions		1 ▬	2 ▬ 3	▬ 4 ▬	5 ▬	6 ▬	7 ▬ 8	▬ 9 ▬	▬ 10
Review outcomes									--

numbers designate Curriculum Revision Committee Sessions
▬ time for between session assignments
-- additional tasks

SAMPLE CALENDAR FOR CURRICULUM REVISION WORKSHOP

7 Half-Day Sessions

MAJOR EVENTS	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Identify Curriculum Revision Committee	--								
Establish schedule and organization	--								
Review agendas and tasks	--								
Order films	-								
Sessions		1 ▬	2 ▬	3 ▬	4 ▬	5 ▬	6 ▬	7	
Review outcomes									--

Combination Half- and Full-Day Sessions

MAJOR EVENTS	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
Identify Curriculum Revision Committee			--									
Establish schedule and organization			--									
Review agendas and tasks			--									
Order films					--							
Sessions						H	H	H	H			F F F
Review outcomes												--

numbers designate Curriculum Revision Committee Sessions
▬ time for between-session assignments
-- additional tasks
H half day
F full day

TASKS - 5 Full-Day Sessions

Session 1	Session 2	Session 3	Session 4	Session 5
● Review workshop objectives and tasks 1. "Introductory Survey"+ 2. "Sexism and the Future: Data Survey" 3. "Sex-Role Simulation Game"* 4. Filmstrip on "Sex Stereotyping" 5. "Problem Solving" (Classroom Activity assigned) 6. Self-Evaluation Checklists ● Evaluation	● Review Session 1 evaluations ● Review Session 2 objectives 1. Cont'd. Tally 5. Cont'd. Discussion 7. Films on Sex-Role Socialization"** 8. "Role Playing"* 6. Cont'd. Discussion 9. "Guidelines for... Teaching Materials" 10. "Sex-Role Expectations" (Classroom Activity assigned) ● Evaluation	● Review Session 2 evaluations ● Review Session 3 objectives 10. Cont'd. Discussion 9. Cont'd. Discussion 11. "Rating Your Texts" 12. "Findings and Needs" rating results 13. "Search and Survey" for readymade sex fair teaching materials	● Review Session 4 objectives 13. Share findings cont'd. 14. "Plan of Action" for making the curriculum sex fair	● Review Session 5 objectives 14. Development and discussion cont'd. 15. "Integration Strategies" for getting sex fair materials into the curriculum ● Evaluation

+ all numbers correspond to task numbers in the 5-session model

* optional activities; refer to page 8 for further explanation

** if time permits, all three films can be viewed and discussed; otherwise, select one

TASKS - 10 Half-Day Sessions

Session 1	Session 2	Session 3	Session 4	Session 5
• Review workshop objectives and tasks 1. "Introductory Survey"+ 2. "Sexism and the Future: Data Survey" 5. "Problem Solving" (Classroom Activity assigned) • Evaluation	• Review Session 1 evaluation • Review Session 2 objectives 1. Cont'd. Tally 5. Cont'd. Discussion 3. "Sex-Role Simulation Game"* 4. Filmstrip on "Sex Stereotyping" 6. Self-Evaluation Checklists • Evaluation	• Review Session 2 evaluation • Review Session 3 objectives 7. One Film on "Sex Role Socialization"** 6. Cont'd. Discussion 10. "Sex-Role Expectations" (Classroom Activity assigned) • Evaluation	• Review Session 3 evaluation • Review Session 4 objectives 10. Cont'd. Discussion 7. One Film on "Sex-Role Socialization"** 8. "Role Playing"* 9. "Guidelines for... Teaching Materials" • Evaluation	• Review Session 4 evaluation • Review Session 5 objectives 9. Cont'd. Discussion 11. "Rating Your Texts"

Session 6	Session 7	Session 8	Session 9	Session 10
• Review Session 6 objectives 11. "Rating your Texts" cont'd. 12. "Findings and Needs" rating results	• Review Session 7 objectives 13. "Search and Survey" for readymade sex fair teaching materials	• Review Session 8 objectives 13. "Search and Survey" cont'd.	• Review Session 9 objectives 14. "Plan of Action" for making the curriculum sex fair	• Review Session 10 objectives 15. "Integration Strategies" for getting sex fair materials into the curriculum • Evaluation

+ all numbers correspond to task numbers in the 5-session model
* optional activities; refer to page 8 for further explanation
** if time permits, all three films can be viewed and discussed; otherwise, select one

TASKS - 7 Half-Day Sessions

Session 1	Session 2	Session 3	Session 4
● Review workshop objectives and tasks 1. "Introductory Survey"+ 2. "Sexism and the Future: Data Survey" 4. Filmstrip on "Sex Stereotyping" 5. "Problem Solving" (Classroom Activity assigned) 6. Self-Evaluation Checklists ● Evaluation	● Review Session 1 evaluation ● Review Session 2 objectives 1. Cont'd. Tally 5. Cont'd. Discussion 7. Films on "Sex-Role Socialization"** 6. Cont'd. Discussion (if time) ● Evaluation	● Review Session 2 evaluation ● Review Session 3 objectives 6. Cont'd. Discussion 8. "Role Playing"* 10. "Sex-Role Expectations" (Classroom Activity assigned) 9. "Guidelines for... Teaching Materials" ● Evaluation	● Review Session 3 evaluation ● Review Session 4 objectives 10. Cont'd. Discussion 11. "Rating Your Texts" ● Evaluation
Session 5	**Session 6**	**Session 7**	
● Review Session 4 evaluation ● Review Session 5 objectives 11. Continue rating texts, as time permits 12. "Findings and Needs" rating results 13. "Search and Survey" for readymade sex fairness teaching materials	● Review Session 6 objectives 13. Share findings cont'd. 14. "Plan of Action" for making the curriculum sex fair	● Review Session 7 objectives 14. Development and discussion con't. 15. "Integration Strategies" for getting sex fair materials into the curriculum ● Evaluation	

+ all numbers correspond to task numbers in the 5-session model
* optional activities; refer to page 8 for further explanation
** if time permits, all three films can be viewed and discussed; otherwise, select one

THE PROCESS: AGENDAS AND TASKS

AGENDA: SESSION 1

NOTE: *The agendas are addressed directly to you, the workshop participant, rather than to one workshop facilitator. The reason for this, as was explained on page 6, is because the workshop is meant to be a cooperative venture, with different participants carrying out different tasks and responsibilities. Most of the tasks below require advance planning, as well as activity on the session.*

PREPARATIONS AND RESPONSIBILITIES

	Note Person Responsible	Check When Completed
1. Reserve the filmstrip at least 2 weeks in advance; refer to ordering information below (Task 4)		
2. Invite superintendent, district curriculum director		
3. Reserve a room		
4. Arrange for lunch		
5. Prepare name tags		
6. Prepare beverages		
7. Lead overview		
8. Lead review of session objectives		
9. Collect completed "Introductory Survey: Thinking about Sexism" (Task 1) and prepare summary of results for next session (see page 31)		
10. Lead "Sexism and the Future: Data Survey" (Task 2)		
11. Lead "Sex-Role Simulation Game"; make headbands (Task 3)		
12. Introduce filmstrip and lead discussion (Task 4)		
13. Lead "Problem Solving" and make assignment (Task 5)		
14. Prepare copies of appropriate Self-Evaluation Checklists and make assignment (Task 6)		

OBJECTIVES

- To review the objectives and tasks of the Curriculum Revision Workshop sessions
- To assess the workshop participants' preconceptions, attitudes, and classroom-related needs regarding sexism and curriculum revision
- To analyze data relevant to changing male and female roles in society
- To become aware of people's reactions to societal labels and the implications of stereotyping for sex fair education
- To explore sex fair methods of solving everyday problems related to sex roles

SCHEDULE AND TASKS

10 minutes	Get-acquainted time. *Name tags, beverage.*
15 minutes	Introductions and welcome. *Opening remarks given by superintendent, district curriculum director, sex fairness program coordinator, curriculum revision workshop facilitator.*
20 minutes	OVERVIEW. *Refer to page 5 for the objectives for the entire workshop. Also refer to one of the three charts on pages 12-14 (the one which outlines the workshop sessions and tasks closest to the schedule your district will follow -- i.e., 5 full-day sessions, 10 half-day sessions, or 7 half-day sessions). Revise this chart according to district adaptations and establish dates for future sessions.*
10 minutes	Review Session 1 objectives.
15 minutes	TASK 1. "Introductory Survey: Thinking about Sexism," page 19. *The group's responses will be tallied and shared at the next session.*
90 minutes	TASK 2. "Sexism and the Future: Data Survey, Implications for Curriculum Development and Revision," page 21. *Small group discussions should take approximately one hour. You will need thirty minutes for presentations of summarized findings to the entire Curriculum Revision Committee.*
60 minutes	Lunch.
60 minutes	*TASK 3. "Sex-Role Simulation Game," page 22.
45 minutes	TASK 4. "Viewing Guide for Filmstrip on Sex Stereotyping." *The filmstrip "The Labels and Reinforcement of Sex-Role Stereotyping" is available on loan from many local and state NEA associations and for purchase ($24.50) from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (allow 3 weeks). It will take approximately 12 minutes to view each part of this two-part filmstrip; if time is short, use only the second part. Allow 20 minutes for discussion of the Viewing Guide questions.*
30 minutes	TASK 5. "Problem Solving," page 24. *As part of the problem-solving activity, you will prepare to teach the classroom activity "The Family Council," page 25, some time before the next workshop session. An optional classroom activity, "Decision Making," page 26, is also available.*
10 minutes	TASK 6. Self-Evaluation Checklists, page 27. *Refer to the Stage One Manual for the checklists. Read and be prepared to discuss the appropriate checklist before the next workshop session.*
15 minutes	Evaluation, page 28. *Complete the evaluation form and leave it in a designated place.*

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* *Optional activity; refer to page 8 for further explanation.*

TASK 1

Introductory Survey: Thinking about Sexism*

Please answer the following questions. The correct answers to items 1-3 will be given during this workshop. Items 4-10 are to assess preconceptions, attitudes, and classroom-related needs regarding sexism and curriculum revision.

Items 1-3: Please circle the letter next to the correct answer.

1. What percent of the work force is female?

   a. 50% b. 40% c. 30% d. 20%

2. What portion of working women must work in order to support themselves and their families and/or to bring their families' income over $7000 per year?

   a. 3/4 b. 2/3 c. 1/2 d. 1/3

3. Nine out of ten women born after 1952 will be paid, full-time members of the work force for

   a. 45 years b. 35 years c. 25 years d. 15 years e. 5 years

Items 4-5: Please circle any letters that are applicable.

4. How would you characterize your position on sexism in education?

   a. It will blow over in a few years.
   b. It's a serious problem, but goes beyond the school's function in society.
   c. Classroom teachers can have little effect on pupils' attitudes and behaviors regarding sex-role stereotyping.
   d. Until concrete steps are taken by educators and parents, nothing will change.
   e. Classroom teachers can have some influence in countering society's sex-role stereotyping of their pupils.
   f. Other:____

5. Which of the following statements has (have) been validated through research?

   a. Males have greater innate aptitude in math than females.
   b. Females have greater innate verbal aptitude than males.
   c. Males' achievement in school subjects is consistently higher than females' throughout school (K-12).
   d. Males are more satisfied with being male than females are with being female.
   e. Males' I.Q. scores generally increase from adolescence to adulthood, while females' stay the same.

---

* *Developed by Leslie Pugach, Temple University*

Items 6-10: Rank the responses which follow each statement using 1 for most important, 5 or 6 for least important.

6. Female college graduates earn half as much as male college graduates because
   ____Employers discriminate against females.
   ____Most female college graduates have low job aspirations.
   ____Most female college graduates get married and take part-time jobs.
   ____Females major in less "prestigious" or "practical" areas in college than males.
   ____Other:____________________

7. Rank the following responses as to importance in influencing a child's acceptance of an "appropriate" sex role:
   ____Adults
   ____Media
   ____Other societal institutions (church, clubs, etc.)
   ____Parents
   ____Peers
   ____School
   ____Other: ____________________

8. Rank the following areas in your school's total program as to which needs the greatest emphasis in order to eliminate sexism:
   ____Extra-curricular activities (excluding sports)
   ____Sports
   ____Guidance and counseling
   ____Curriculum (content, materials, films, etc.)
   ____Professional (teacher and administrator) behaviors and techniques
   ____Other: ____________________

9. Rank the part of your district's curriculum that you believe needs the greatest amount of attention in order to eliminate sexism:
   ____Textbooks
   ____Supplementary materials
   ____Teaching behaviors and techniques
   ____Curriculum content (i.e., what you teach)
   ____Other: ____________________

10. Rank by order of importance the outcomes you expect from participation in this curriculum revision effort:
    ____Specific non-sexist teaching behaviors and strategies to use in my classroom.
    ____Specific ways to change or adapt texts and other teaching/learning materials for non-sexism.
    ____An understanding of the sex-role stereotyping issue.
    ____An awareness of what is currently being done in my teaching field regarding elimination of sexism.
    ____Specific ways to assist other faculty members in my school in implementing non-sexist approaches in their classrooms.
    ____Other:____________________

TASK 2

Sexism and the Future: Data Survey
Implications for Curriculum Development and Revision

OBJECTIVES: *To explore some facts about the current social and economic status of women and men*
To identify relationships between these facts and the need for curriculum revision

MATERIALS: *Copies of "Sexism and the Future: Data Survey" for each Curriculum Revisions Committee member (refer to the Stage Two Manual)*

DIRECTIONS:

1. *Divide into three or more groups, depending on the size of your committee.*
2. *Each group should choose a discussion leader and a reporter.*
3. *Each group should select one section (i.e., "Changes in Life Patterns of Women and Men," "Education and Socialization" or "Employment") of the data survey for study.*
4. *Read over the information on the data sheets, then discuss the following points:*
    - *What significance, if any, does this material have for the future life patterns of our students?*
    - *What significance, if any, does this material have to us as we undertake revision of the curriculum for sex fairness?*
    - *To what extent are any immediate or long-range action plans called for as a result of the implications of this material?*
5. *The summarized findings for each group can then be presented to the entire committee.*

COMMENTS:

- *You may have worked with the data survey in a previous workshop. If so, you will have a higher level of awareness than most other participants and should be able to contribute more to the discussion.*
- *If you previously used one section of the data survey, select a different section this time.*
- *Statements backed with facts help in understanding the existence of stereotypes and the need for curriculum revision.*

TASK 3

Sex-Role Simulation Game

OBJECTIVE: *To examine how people react to one another on the basis of labels assigned by society, convention, race/age/sex stereotypes, etc.*

MATERIALS: *Strips of construction paper, felt-tip pens, paper clips or tape*

DIRECTIONS:

1. *The workshop facilitator and/or a subgroup of the Curriculum Revision Committee should prepare headbands for each committee member. Each headband should have a one- or two-word trait written on it, such as aggressive, bookworm, unreliable, beautiful, leader, responsible, gossip, joker.*
2. *The facilitator should place a headband on each participant's head so that she or he is unable to see the word(s).*
3. *One-half of the group should turn their headbands to the back of their heads so that the word is not visible to others. The other half of the group should have their word(s) visible to others.*
4. *If you are wearing a headband with visible word(s), form a circle around those with hidden word(s), so that each person in the two groups pairs off with a person in the other group.*
5. *When the facilitator says "go," those with hidden words should begin talking with their partners, reacting to them in relation to the word on their headband. Participants should act toward the person, so that the partner can feel what it is like to be labeled.*
6. *After about 30 seconds, those with visible words should move clockwise to the next person on the inside circle.*
7. *The outside circle should continue to move clockwise every 30 seconds, until everyone on the outside circle has had a chance to talk with everyone on the inside circle.*
8. *Now reverse the situation. Those with visible words on their headbands should turn their headband so that the word is not visible. Those with hidden words should reverse their headband so that the word is visible.*
9. *The circles then proceed as before.*
10. *Follow up: After all have had a chance to have others react to them, jot down on a piece of paper (without looking at your word)*
    a) what word you think you had
    b) why you think so
    c) how the reactions of the others made you feel
11. *After everyone has finished writing, look at the words on the headbands. Discuss how stereotypes can limit people.*
12. *Can you think of any place in your district's curriculum where sex stereotypes are used?*

COMMENTS:

- *Feeling the effects of labeling and stereotyping is the focus of the task, not guessing the word(s) on the headbands.*

TASK 4

VIEWING GUIDE FOR FILMSTRIP ON SEX STEREOTYPING -- "THE LABELS AND REINFORCEMENTS OF SEX-ROLE STEREOTYPING"[1]
(The National Education Association)

Please keep the following questions in mind as you view this film:

1. Apart from physical characteristics, what actual differences are there between males and females?

2. What kinds of behavior has our society tended to reinforce in males? In females?

3. In what ways are these stereotypes harmful to individual development?

4. In what ways does the media encourage sex-role stereotyping?

5. What other social forces contribute to stereotyping?

6. How can our formal education system help update our social concepts about sex roles?

7. What actions can parents take inside and outside the family to begin breaking down sex stereotypes?

8. If you were to use this film in your classroom
    a) What would be your objective?
    b) How would you present this film and what discussion would follow?

9. If this film were used with adults (teachers, administrators, parents)

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[1] *Adapted from Leader's Manual accompanying the filmstrip.*

TASK 5

Problem Solving

OBJECTIVES: *To explore sex fair methods of solving everyday problems related to sex roles*
To identify the extent to which today's students accept stereotyped sex roles

MATERIALS: *Copies of "Classroom Activity: The Family Council"*

DIRECTIONS:

1. *Divide into groups of four or five persons.*
2. *Read one of the following problem situations:*

   It's recess time. Three girls are jumping rope on the playground. Bill wants to join them, but the girls taunt him about playing a girl's game. If you were on duty, how would you handle the situation?

   It's the first day of school; all the boys have placed themselves on one side of the room and all the girls are at desks on the other side of the room. How could you combine the groups without assigning seats?

   It is course selection time. One of your female students is totally unconcerned about the content of her courses for the following year. When questioned by her teacher/counselor, she replies, "What difference does it make? I'm getting married right after graduation."

3. *Members of each group should discuss the problem.*
4. *After five minutes on one situation, go to another; repeat.*
5. *Read "Classroom Activity: The Family Council," page 25. Decide when you will do this activity, in preparation for the next workshop session. If you do not have a direct teaching assignment, make arrangements with someone (not on the committee) to assist you in conducting this activity. For example, a counselor may ask a colleague in the English Department to work this activity into the colleague's schedule.*
6. *Complete "Classroom Activity: The Family Council," and/or "Classroom Activity: Decision Making" (optional); and then consider the extent to which your students accept stereotyped sex roles.*

TASK 5

Classroom Activity: The Family Council

AUDIENCE: *Elementary or secondary students*

OBJECTIVE: *To explore sex fair solutions to real-life problems*

MATERIALS: *Pencil and paper*

TIMING: *30 to 45 minutes*

HOW TO USE:

1. *Read the following situation to the class:*

   > *Jean and Paul have four children, ages 7, 9, 11, and 15. Jean has been at home while the children were growing up. The youngest child is now in school and Jean has taken a full-time job. This is a new life style for the family. Jean and Paul have called a family council to discuss the impact this will have on the family. What do you think the family will discuss? What possible problems might arise? How might these problems be handled?*

2. *Ask for volunteers to role play each of the characters in the story.*
3. *After role playing for 5 minutes, discuss what has happened. Do class members have additional ideas about what might be discussed in the family council? About how problems should be handled?*

OTHER USES:

- *Instead of role playing, class members can write problem solutions, and then discuss their ideas with the class.*
- *Older students may wish to suggest additional family problems related to sex fairness that can be role played.*

COMMENTS:

- *This activity has worked well with students at all grade levels.*
- *This activity is a good way to open up a discussion on feelings about working mothers.*
- *Make sure students understand the issues of fairness and shared responsibility central to this situation. During this discussion, many students have expressed positive feelings about their working mothers that they had not previously displayed.*

TASK 5 (OPTIONAL)

Classroom Activity: Decision Making

AUDIENCE: *Elementary or secondary students*

OBJECTIVE: *To explore sex fair methods of solving everyday problems related to sex roles*

MATERIALS: *Pencil and paper*

TIMING: *One or two 45 minute periods*

HOW TO USE:

1. *Divide students into groups of five and have each group select a reporter and recorder.*
2. *Read one of the following problems*[1] *to the students:*

   - *Patricia J. is just completing the first semester of her senior year in high school. Her boyfriend, Scott, and she have been dating for 7 months; and, although their relationship is quite satisfying and important to her, it is currently causing her much distress. Scott has been accepted at a college in a distant state and has decided to attend. He would like Patricia to go to school there, too (on a whim, she applied and was accepted). Pat is unclear about what she would like to major in (if she goes to college at all -- she really is not convinced she wants to), but several of the majors in which she is somewhat interested are not offered at Scott's school. Her parents want Pat to attend their alma mater and also want her to major in a subject that would guarantee employment upon graduation.*

     Now, you finish the story. Insert any steps you think Pat might take to assist her in making this decision.

   - *Anne and Allen Johnson have been married for four years and they have one child, Jamie, age 2½. Anne and Allen met while both of them were in high school. Allen is 2 years older than Anne, and when he graduated, he went immediately into the service. When he was discharged two years later, they were married and immediately moved across the country so Allen could attend college. Currently, Allen is working to supplement the support the GI Bill provides him. He is majoring in business and hates it. He has decided that he really wants to be an engineer and, with only one year of school remaining to complete his Business degree, wants to switch majors -- a move that would necessitate another three years of college. Anne, who has not been working at all since Jamie was born, is quite disappointed. She and her husband had agreed that after he completed college she would be able to begin whatever training she desired. An intense feud rages.*

     Now, you finish the story. Insert any suggestions you can think of that would help Anne and Allen resolve their problem. What kinds of suggestions can you make as to what steps Anne and Allen could have taken to prevent this conflict?

3. *Have the students discuss the problem and come to a conclusion based on their own ideas, giving a step-by-step account of how they arrived at the decision.*

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[1] *Adapted from Sexism in Education, Emma Willard Task Force on Education, University Station Box 14229, Minneapolis, MN 55414. Reprinted with permission.*

TASK 6

Self-Evaluation Checklists

OBJECTIVES: *To study the "hidden curriculum" of sexism and its implications for curriculum revision*
To identify sex fair professional behaviors

MATERIALS: *Copies of the Self-Evaluation Checklist for each Curriculum Revision Committee member. Separate checklists are provided for teachers, administrators, guidance counselors, media specialists and physical education instructors to identify problems specific to each professional area. The checklists can be found in the Stage One Manual, pages 65-97.*

DIRECTIONS:

1. *The facilitator will provide copies for the group. Read and respond to the items before the next session.*
2. *Divide into small discussion groups of 4-5 people each. Depending on the composition of your committee, there are different ways to form groups. Some possibilities:*
   - *divide by professional area -- teachers in one group, guidance counselors in another, etc.*
   - *divide by elementary and secondary level; or by subject, department, or team.*
3. *Your personal responses need not be shared; however, consider them as your group attempts to answer the following questions:*
   - *What kinds of behaviors are sex fair? sexist?*
   - *What might an educator do to make his/her "hidden curriculum" more sex fair?*
   - *How might these checklists be used in this district to improve the "hidden curriculum"?*
4. *Someone from each group should summarize the findings and present them to the entire group.*
5. *The workshop facilitator should lead a discussion of the checklists focusing on how a staff member's actions and expectations can create a "hidden curriculum" of sexism in a school. Also consider the implications of these examples for the committee's upcoming curriculum revision work.*

COMMENTS:

- *If you have enough workshop time, you can fill out the checklist during the session, rather than ahead of time.*
- *Several of you may have completed a checklist during an earlier workshop. If so, you can check on your personal progress, as well as contribute to the discussion.*
- *The checklists provide a good way to illustrate that sexism is more than textbooks with a sexist slant. It is anything an educator may do to suggest that students should conform to sex stereotypes.*

CURRICULUM REVISION WORKSHOP EVALUATION

NAME (Optional) ________________________ ____________ ____________
Elementary Secondary

DATE ________________________ SESSION NUMBER ____________________

(1) Were the objectives clearly stated? Yes ___ No ___

(2) Did the workshop session meet its objectives? Yes ___ No ___

(3) If yes, how well?
- ___ extremely well
- ___ well
- ___ average
- ___ poor
- ___ extremely poor

(4) What did you especially like about the workshop?

(5) What did you especially dislike about the workshop?

(6) What changes, if any, would you like to see in the remaining workshop sessions?

(7) Please make additional comments that you feel could help this curriculum revision effort.

AGENDA: SESSION 2

PREPARATIONS AND RESPONSIBILITIES

	Note Person Responsible	Check When Completed
1. Order films, referring to information under Task 7		
2. Confirm meeting room arrangements		
3. Prepare beverages		
4. Arrange for lunch		
5. Present summary of Session 1 evaluations		
6. Lead review of Session 2 objectives		
7. Present tally of "Introductory Survey" (Task 1) from Session 1 and lead discussion		
8. Lead "Problem Solving" follow-up (Task 5)		
9. Introduce film(s) and lead discussion (Task 7)		
10. Lead discussion of Self-Evaluation Checklists (Task 6)		
11. Lead "Role Playing" (Task 8)		
12. Lead "Guidelines..." (Task 9) discussion and make assignment		
13. Lead "Sex-Role Expectations" (Task 10) and make assignment		
14. Make copies of evaluation forms. Collect Session 2 evaluation forms and summarize responses for next session		

OBJECTIVES

- To identify the extent to which today's students accept stereotyped sex roles
- To analyze the relationship of education to the socialization of girls/women and boys/men
- To study the "hidden curriculum" of sexism and its implications for curriculum revision
- To identify sex fair professional behaviors

SCHEDULE AND TASKS

10 minutes Introduction. *Beverages, summary of Session 1 evaluations, any changes in future sessions, additional administrative details, questions.*

5 minutes Review Session 2 objectives.

15 minutes	TASK 1, continued. "Introductory Survey: Thinking about Sexism," Tally Sheet, page 31. *Your responses to the Introductory Survey will have been tallied. You can fill out your Tally Sheet as the totals are read aloud and discuss the implications of these responses for this workshop.*
15 minutes	TASK 5, continued. "Problem Solving," follow-up. *Divide into small groups and discuss the classroom activity or activities that you tried. In particular, share experiences you had in carrying out this assignment. Discuss the extent to which your students accept stereotyped sex roles.*
120 minutes	**TASK 7. "Viewing Guides for Films on Sex-Role Socialization": Men's Lives (43 min., New Day Films, P.O. Box 315, Franklin Lakes, N.J. 07417); Girls at 12 (30 min., Education Development Center, 55 Chapel Street, Newton, Mass. 02160); and/or The Fable of He and She (11 min., Learning Corporation of America, 1350 Avenue of the Americas, New York, N.Y. 10019), pages 33-35. *Each of these films comments on the socialization of both men and women. You may want to show another film or combination of films in addition to or in place of those suggested. The first two are over thirty minutes in length and the last is approximately fifteen minutes long. Allow a total of forty-five minutes, or fifteen minutes per film, for discussion of the viewing guide questions.*
60 minutes	Lunch.
40 minutes	TASK 6, continued. Self-Evaluation Checklists, follow-up. *In small groups, discuss the task questions under #3. After presentations to the entire group, discuss your concerns regarding the checklist and its relevance for a sex fair curriculum review and the committee's upcoming work.*
60 minutes	*TASK 8. "Role Playing," page 36.
45 minutes	TASK 9. "Guidelines for Equal Treatment of the Sexes in Teaching Materials," page 37. *As part of this task, you will receive an assignment to read these guidelines before the next session. Also, bring with you 3-4 of the following items: major texts, curriculum guides, course outlines.*
15 minutes	TASK 10. "Sex-Role Expectations." *Read the classroom activity, "When I Am Eighty," on page 46. Make arrangements to teach this activity before the next session.*
10 minutes	Evaluation, page 28. *Complete the evaluation form and leave it in a designated place.*

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* *Optional activity; refer to page 8 for further explanation.*

** *If time permits, all three films can be viewed and discussed; otherwise, select one.*

TASK 1

INTRODUCTORY SURVEY: THINKING ABOUT SEXISM --

TALLY SHEET

Item 1 ___out of ___identified the correct response, "b"

Item 2 ___out of ___identified the correct response, "b"

Item 3 ___out of ___identified the correct response, "c"

Item 4 ___responded "a" ___responded "c" ___responded "e"
___responded "b" ___responded "d" ___responded "f"

Item 5 a ___identified correct response - has not been validated through research
b ___identified correct response - has not been validated through research
c ___identified correct response - has not been validated through research
d ___identified correct response - has been validated through research
e ___identified correct response - has been validated through research

Item 6 ___ranked "employers..." 1
___ranked "employers..." 2
___ranked "low job aspirations..." 1
___ranked "low job aspirations..." 2
___ranked "married and part-time jobs..." 1
___ranked "married and part-time jobs..." 2
___ranked "less prestigious..." 1
___ranked "less prestigious..." 2
___ranked "other" 1
___ranked "other" 2

Item 7 ___ranked "adults" 1
___ranked "adults" 2
___ranked "media" 1
___ranked "media" 2
___ranked "other societal institutions..." 1
___ranked "other societal institutions..." 2
___ranked "parents" 1
___ranked "parents" 2
___ranked "peers" 1
___ranked "peers" 2
___ranked "school" 1
___ranked "school" 2
___ranked "other" 1
___ranked "other" 2

Item 8 ___ranked "extra-curricular..." 1
___ranked "extra-curricular..." 2
___ranked "sports" 1
___ranked "sports" 2
___ranked "guidance and counseling" 1
___ranked "guidance and counseling" 2
___ranked "curricular content..." 1
___ranked "curricular content..." 2
___ranked "professional behaviors and techniques" . . 1
___ranked "professional behaviors and techniques" . . 2
___ranked "other" 1
___ranked "other" 2

Item 9 ___ranked "textbooks" 1
___ranked "textbooks" 2
___ranked "supplementary materials" 1
___ranked "supplementary materials" 2
___ranked "teaching behaviors and techniques" 1
___ranked "teaching behaviors and techniques" 2
___ranked "curriculum content" 1
___ranked "curriculum content" 2
___ranked "other" 1
___ranked "other" 2

Item 10 ___ranked "specific non-sexist teaching behaviors and strategies to use in my classroom" 1
___ranked "specific non-sexist teaching behaviors and strategies to use in my classroom" 2
___ranked "specific ways to change or adapt texts and other teaching/learning materials..." 1
___ranked "specific ways to change or adapt texts and other teaching/learning materials..." 2
___ranked "an understanding of the sex-role stereotyping issue" 1
___ranked "an understanding of the sex-role stereotyping issue" 2
___ranked "an awareness of what is currently being done in my teaching field regarding..." 1
___ranked "an awareness of what is currently being done in my teaching field regarding..." 2
___ranked "specific ways to assist other faculty members in my school implement non-sexist..." . . 1
___ranked "specific ways to assist other faculty members in my school implement non-sexist..." . . 2
___ranked "other" 1
___ranked "other" 2

TASK 7

VIEWING GUIDE FOR FILMS ON SEX-ROLE SOCIALIZATION
MEN'S LIVES
(New Day Films)

Please keep the following questions in mind as you view this film:

1. What choices are open to males growing up in the 1970s and 1980s? Were any of these options not available to males growing up before 1970?

2. Are there any "closed" areas for males today?

3. As they looked back on their "younger years," the filmmakers saw things differently. Looking back on your younger years, what things do you now see differently?

4. What are the similarities/differences in the ways we commonly use these terms: "sissy," "tomboy," "masculine," "feminine," "breadwinner," "husband," "wife"?

5. Several sources that influence children's and young adults' conceptions of appropriate sex roles are mentioned in the film. How important do you think each of them is? How might these influences be counteracted/encouraged?

6. If you were to use this film in your classroom,
    a) What would be your objective?
    b) How would you present this film and what discussion would follow?

7. If this film were used with adults (teachers, administrators, parents),
    a) What should the objectives be?
    b) How should the film be presented and what should be discussed?

TASK 7

VIEWING GUIDE FOR FILMSTRIP ON SEX-ROLE SOCIALIZATION
GIRLS AT 12
(Education Development Center)

Please keep the following questions in mind as you view the film:

1. Three capable youngsters have many avenues open to them as they make the transition from childhood to adolescence and womanhood. What cultural expectations about "adulthood" and "womanhood" are being passed on to them?[1]

2. What kinds of women are they being encouraged to become? What role models, images, ideals, and stereotypes are being held out to them?

3. What examples of the "hidden curriculum" are shown?

4. What specific examples of sex-role stereotyping and socialization do you see in the actions and words of

   Diane, Mary Ann, Laura (the Girls at 12);
   Parents;
   Teachers;
   Diane's older sister?

5. Imagine a comparable film, Boys at 12. What scenes might be included?

6. If you showed Girls at 12 in your classroom,
   a) What would be your objective?
   b) How would you present this film and what discussion would follow?

7. If this film were used with adults (teachers, administrators, parents),
   a) What should the objectives be?
   b) How should the film be presented and discussed?

---

[1] *Adapted from the Teacher's Guide to Girls at 12 from the Role of Women in American Society Curriculum Project, Education Development Center. Reprinted by permission.*

TASK 7

VIEWING GUIDE FOR FILMS ON SEX-ROLE SOCIALIZATION
THE FABLE OF HE AND SHE
(Learning Corporation of America)

Please keep the following questions in mind as you view this film:

1. In the beginning of the story, why do hardybars and mushamels divide the work as they do? Is it fair to all of them?[1]

2. After the "reversaquake," why are the mushamels unwilling to have things as they were before?

3. What conflicts are there in the film between societal organization and individual needs?

4. What challenges are there to stereotyped and sexist thinking?

5. What seems to be the moral of the fable?

6. In what ways do the changes in sex roles reflect other changes in our society?

7. If you showed The Fable of He and She in your classroom,
    a) What would be your objective?
    b) How would you present this film and what discussion would follow?

8. If this film were used with adults (teachers, administrators, parents),
    a) What should the objectives be?
    b) How should the film be presented and discussed?

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[1] *Adapted from the original viewing guide included with the film, Learning Corporation of America. Reprinted by permission.*

TASK 8

Role Playing

OBJECTIVES: *To explore sex-role stereotyping and the process of socialization through education*
To explore sex fair methods of solving everyday problems related to sex roles

MATERIALS: *None*

DIRECTIONS:

1. *Divide into groups of four or five persons.*
2. *Read one of the following problem situations.*

   An elementary-school girl is struggling with a woodworking project. Nothing is going right. She wants to know why she has to do "boy's stuff" when she isn't as strong as a boy, anyway. What does her teacher tell her? What does the principal tell her?

   The female teacher next door keeps asking you to do favors for her, such as lifting boxes and fixing the movie projector. You have said no, but she still keeps asking. Now you (the diplomat) have decided to approach the problem directly. What do you say?

   The male chairman of your department expects you to handle all the "housekeeping" chores: running off dittos, watering the plants, cleaning up, filing, etc. You have decided that these should not be your tasks exclusively. What do you do?

   You have conscientiously added information on the role of women to your social studies course. The students are complaining that covering the textbook and all this "extra stuff" is just too much work. How do you handle their complaints?

   A junior-high boy hits a girl in one of your classes. She responds with profanity. What do you say to each student?

   You notice that one of your colleagues prefers to teach boys. The girls in his/her class have tried to point this out, but to no avail. You have decided to discuss the issue with your friend. What do you say?

3. *Members of each group should volunteer to role play the main characters in the problem. The rest of the group is responsible for discussing the solution role played.*
4. *After five minutes on one situation, go to another; repeat. Different members of the group should volunteer to role play each time.*
5. *If you have time, create as a group a role play illustrating a sex fair solution for a typical problem involving sexist behavior in the schools. Share this with another group.*

TASK 9

Guidelines for Equal Treatment of the Sexes in Teaching Materials

OBJECTIVE: *To identify sexism in teaching materials*

MATERIALS: *Copies of "What Is a Non-Sexist Children's Book?" page 38; Guidelines for Equal Treatment of the Sexes by McGraw-Hill, page 39; sex fair materials; and district textbooks to illustrate sexism in several subjects and for different grades*

DIRECTIONS:

1. *Read "What Is a Non-Sexist Children's Book?"*
2. *Look through the sex fair teaching materials that have been brought to the session.*
3. *The facilitator will summarize the four sections of Guidelines for Equal Treatment of the Sexes by McGraw-Hill: "The Roles of Women and Men," "Portrayals: Human Terms," "Language Considerations," and "Parallel Treatment," illustrating each section by pointing out examples from the district's textbooks.*
4. *Before the next session, read the McGraw-Hill guidelines carefully and consider the following questions for discussion at the next session:*
    - *Why is language important?*
    - *What is meant by parallel treatment as defined by McGraw-Hill?*
    - *How does the section "Portrayals: Human Terms" relate to the teaching materials in your subject area/grade level?*
      Find examples in your texts which show the need for this focus on human behavior, rather than masculine or feminine.
    - *What implications do these guidelines have for this school district? For the present sex fair curriculum review?*

WHAT IS A NON-SEXIST CHILDREN'S BOOK?[1]

1. Stories that express the broad range of individual differences within each sex; that is, stories that show strong, weak, brave, timid children of both sexes.

2. Stories that examine socially imposed differences between the sexes and the conflicts that arise from such socialization and then suggest ways to deal with those conflicts.

3. Stories that explore alternative/realistic family situations in which there are more than two adults, or else a single parent, a divorced parent, welfare parents, a disabled parent, a couple without children or a single adult.

4. Stories that demonstrate changes in the character's attitude about sex-role issues. For instance, in The Secret Bulletin (available from China Books, 95 Fifth Avenue, New York, N.Y. or 2929 24th Street, San Francisco, Calif.), the boy character learns to respect his girl companion and eventually admits that he hadn't thought of her as an equal.

5. Stories that show girls in active, self-actualizing situations -- who take responsibility for themselves and the course of their lives. Stories about boys who are sensitive or retiring, who are able to express fear, grief and uncertainty.

6. Stories with non-sexist content in background or secondary characters, plot and/or descriptions of life style, not always or only spotlighted in the main character or plot.

7. Stories that show children that there are many ways to solve a problem, that different methods work well for different people.

8. Stories that challenge sex-appropriate roles and create alternatives to the norm by presenting varied images of children and adults.

9. Stories set in urban, suburban, ghetto, rural, semirural environments depicting experiences of children from various economic strata -- working class, working poor, poverty, migrant, welfare, as well as middle and upper class.

10. Stories with non-sexist content that reflects differing racial, ethnic and cultural experiences of children.

11. Stories that contrast children's behavior among peers with children's behavior among adults and in institutions (libraries, schools, etc.).

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[1] *Adapted from Lauri Olsen, "What Is a Non-Sexist Children's Book?" Nonsexist Curricular Materials for Elementary School, The Feminist Press, Box 334, New York, N.Y. 11568, 1974. Reprinted by permission of The Feminist Press.*

INTRODUCTION

The guidelines that follow are not rigid or mandatory in their details, nor intended to apply to creative literature. They are intended to suggest to our editors and to authors of reference and educational materials and of books and films for children an attitude and some practical means of expressing it.

We believe that educational and reference materials of this kind should reflect a deep conviction that every human being has a dignity and worth that is her or his own, no more dependent on sex than on race or color, but rather reflecting that individual's own inner being. We would like to see our educational materials in particular convey to all children a sense of opportunity to develop their individual potentials along whatever lines they choose, free of any limiting stereotypes. What is important is not particular forms of expression as such, but this pervasive sense of equality, personal worth, and the unhindered development of potential.

Particular words and ways of using them, however, do often express such a sense of dignity and equality, or, on the other hand, may betray an insensitivity to it of which the writer may be quite unaware.

For that reason, we have included in the guidelines a number of words, phrases, and constructions that may imply a sexist bias, and we have suggested some ways of avoiding them. These are not intended to be followed mechanically. It is not necessary to use self-consciously awkward or stilted constructions to achieve non-sexist writing. What we are concerned with is not particular words or phrases in themselves, but the substance of what we publish: the basic concepts of equal human opportunity, dignity, and freedom and the best ways to reflect those concepts.

Alexander J Burke Jr

Alexander J. Burke, Jr.
President,
McGraw-Hill Book Company

GUIDELINES FOR EQUAL TREATMENT OF THE SEXES IN McGRAW-HILL BOOK COMPANY PUBLICATIONS

ABOUT THESE GUIDELINES

The word *sexism* was coined, by analogy to *racism*, to denote discrimination based on gender. In its original sense, *sexism* referred to prejudice against the female sex. In a broader sense, the term now indicates any arbitrary stereotyping of males and females on the basis of their gender.

We are endeavoring through these guidelines to eliminate sexist assumptions from McGraw-Hill Book Company publications and to encourage a greater freedom for all individuals to pursue their interests and realize their potentials. Specifically, these guidelines are designed to make McGraw-Hill staff members and McGraw-Hill authors aware of the ways in which males and females have been stereotyped in publications; to show the role language has played in reinforcing inequality; and to indicate positive approaches toward providing fair, accurate, and balanced treatment of both sexes in our publications.

One approach is to recruit more women as authors and contributors in all fields. The writings and viewpoints of women should be represented in quotations and references whenever possible. Anthologies should include a larger proportion of selections by and about women in fields where suitable materials are available but women are currently underrepresented.

Women as well as men have been leaders and heroes, explorers and pioneers, and have made notable contributions to science, medicine, law, business, politics, civics, economics, literature, the arts, sports, and other areas of endeavor. Books dealing with subjects like these, as well as general histories, should acknowledge the achievements of women. The fact that women's rights, opportunities, and accomplishments have been limited by the social customs and conditions of their time should be openly discussed whenever relevant to the topic at hand.

We realize that the language of literature cannot be prescribed. The recommendations in these guidelines, thus, are intended primarily for use in teaching materials, reference works, and nonfiction works in general.

1. THE ROLES OF WOMEN AND MEN

Men and women should be treated primarily as people, and not primarily as members of opposite sexes. Their shared humanity and common attributes should be stressed—not their gender difference. Neither sex should be stereotyped or arbitrarily assigned to a leading or secondary role.

Avoiding Job Stereotypes

Though many women will continue to choose traditional occupations such as homemaker or secretary, women should not be type-cast in these roles but shown in a wide variety of professions and trades: as doctors and dentists, not always as nurses; as principals and professors, not always as teachers; as lawyers and judges, not always as social workers; as bank presidents, not always as tellers; as members of Congress, not always as members of the League of Women Voters.

Similarly, men should not be shown as constantly subject to the "masculine mystique" in their interests, attitudes, or careers. They should not be made to feel that their self-worth depends entirely upon their income level or the status level of their jobs. They should not be conditioned to believe that a man ought to earn more than a woman or that he ought to be the sole support of a family.

An attempt should be made to break job stereotypes for both women and men. No job should be considered sex-typed, and it should never be implied that certain jobs are incompatible with a woman's "femininity" or a man's "masculinity." Thus, women as well as men should be shown as accountants, engineers, pilots, plumbers, bridge-builders, computer operators, TV repairers, and astronauts, while men as well as women should be shown as nurses, grade-school teachers, secretaries, typists, librarians, file clerks, switchboard operators, and baby-sitters.

Women with a profession should be shown at all professional levels, including the top levels. Women should be portrayed in positions of authority over men and over other women, and there should be no implication that a man loses face or that a woman faces difficulty if the employer or supervisor is a woman. All work should be treated as honorable and worthy of respect; no job or job choices should be downgraded. Instead, women and men should be offered more options than were available to them when work was stereotyped by sex.

Life Style

Books designed for children at the pre-school, elementary, and secondary levels should show married women who work outside the home and should treat them favorably. Teaching materials should not assume or imply that most women are wives who are also full-time mothers, but should instead emphasize the fact that women have choices about their marital status, just as men do: that some women choose to stay permanently single and some are in no hurry to marry; that some women marry but do not have children, while others marry, have children, and continue to work outside the home. Thus, a text might say that some married people have children and some do not, and that sometimes *one or both parents* work outside the home. Instructional materials should never imply that all women have a "mother instinct" or that the emotional life of a family suffers because a woman works. Instead they might state that when both parents work outside the home there is usually either greater sharing of the child-rearing activities or reliance on day-care centers, nursery schools, or other help.

According to Labor Department statistics for 1972, over 42 percent of all mothers with children under 18 worked outside the home, and about a third of these working mothers had children under 6. Publications ought to reflect this reality.

Both men and women should be shown engaged in home maintenance activities, ranging from cooking and housecleaning to washing the car and making household repairs. Sometimes the man should be shown preparing the meals, doing the laundry, or diapering the baby, while the woman builds bookcases or takes out the trash.

Career Options

Girls should be shown as having, and exercising, the same options as boys in their play and career choices. In school materials, girls should be encouraged to show an interest in mathematics, mechanical skills, and active sports, for example, while boys should never be made to feel ashamed of an interest in poetry, art, or music, or an aptitude for cooking, sewing, or child care. Course materials should be addressed to students of both sexes. For example, home economics courses should apply to boys as well as girls, and shop to girls as well as boys. Both males and females should be shown in textbook illustrations depicting career choices.

When as a practical matter it is known that a book will be used primarily by women for the life of the edition (say, the next five years), it is pointless to pretend that the readership is divided equally between males and females. In such cases it may be more beneficial to address the book fully to women and exploit every opportunity (1) to point out to them a broader set of options than they might otherwise have considered, and (2) to encourage them to aspire to a more active, assertive, and policy-making role than they might otherwise have thought of.

Women and girls should be portrayed as active participants in the same proportion as men and boys in stories, examples, problems, illustrations, discussion questions, test items, and exercises, regardless of subject matter. Women should not be stereotyped in examples by being spoken of only in connection with cooking, sewing, shopping, and similar activities.

2. PORTRAYALS: HUMAN TERMS

Members of both sexes should be represented as whole human beings with *human* strengths and weaknesses, not masculine or feminine ones. Women and girls should be shown as having the same abilities, interests, and ambitions as men and boys. Characteristics that have been traditionally praised in males—such as boldness, initiative, and assertiveness—should also be praised in females. Characteristics that have been praised in females—such as gentleness, compassion, and sensitivity—should also be praised in males.

Like men and boys, women and girls should be portrayed as independent, active, strong, courageous, competent, decisive, persistent, serious-minded, and successful. They should appear as logical thinkers, problem-solvers, and decision makers. They should be shown as interested in their work, pursuing a variety of career goals, and both deserving of and receiving public recognition for their accomplishments.

Sometimes men should be shown as quiet and passive, or fearful and indecisive, or illogical and immature. Similarly, women should sometimes be shown as tough, aggressive, and insensitive. Stereotypes of the logical, objective male and the emotional, subjective female are to be avoided. In descriptions, the smarter, braver, or more successful person should be a woman or girl as often as a man or boy. In illustrations, the taller, heavier, stronger, or more active person should not always be male, especially when children are portrayed.

Descriptions of Men and Women

Women and men should be treated with the same respect, dignity, and seriousness. Neither should be trivialized or stereotyped, either in text or in illustrations. Women should not be described by physical attributes when men are being described by mental attributes or professional position. Instead, both sexes should be dealt with in the same terms. References to a man's or a woman's appearance, charm, or intuition should be avoided when irrelevant.

NO	*YES*
Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette.	The Harrises are an attractive couple. Henry is a handsome blond and Ann is a striking brunette.
	OR The Harrises are highly respected in their fields. Ann is an accomplished musician and Henry is a shrewd lawyer.
	The Harrises are an interesting couple. Henry is a shrewd lawyer and Ann is very active in community (*or* church *or* civic) affairs.

In descriptions of women, a patronizing or girl-watching tone should be avoided, as should sexual innuendoes, jokes, and puns. Examples of practices to be avoided: focusing on physical appearance (a buxom blonde); using special female-gender word forms (poetess, aviatrix, usherette); treating women as sex objects or portraying the typical woman as weak, helpless, or hysterical; making women figures of fun or objects of scorn and treating their issues as humorous or unimportant.

Examples of stereotypes to be avoided: scatterbrained female, fragile flower, goddess on a pedestal, catty gossip, henpecking shrew, apron-wearing mother, frustrated spinster, ladylike little girl. Jokes at women's expense—such as the woman driver or nagging mother-in-law clichés—are to be avoided.

NO	***YES***
the fair sex; the weaker sex	*women*
the distaff side	*the female side or line*
the girls or the ladies (when adult females are meant)	*the women*
girl, as in: I'll have my *girl* check that.	I'll have my *secretary* (or my *assistant*) check that. (Or use the person's name.)
lady used as a modifier, as in *lady* lawyer	*lawyer* (A woman may be identified simply through the choice of pronouns, as in: *The lawyer made her summation to the jury*. Try to avoid gender modifiers altogether. When you *must* modify, use *woman* or *female*, as in: *a course on women writers*, or *the airline's first female pilot.*)
the little woman; the better half; the ball and chain	wife
female-gender word forms, such as *authoress, poetess, Jewess*	*author, poet, Jew*
female-gender or diminutive word forms, such as *suffragette, usherette, aviatrix*	*suffragist, usher, aviator* (or pilot)
libber (a put-down)	*feminist; liberationist*
sweet young thing	*young woman; girl*

NO	***YES***
co-ed (as a noun)	*student*

(*Note:* Logically, *co-ed* should refer to any student at a co-educational college or university. Since it does not, it is a sexist term.)

NO	***YES***
housewife	*homemaker* for a person who works at home, or rephrase with a more precise or more inclusive term
career girl or career woman	name the woman's profession: *attorney Ellen Smith; Marie Sanchez, a journalist* or editor or business executive or doctor or lawyer or agent
cleaning woman, cleaning lady, or *maid*	*housekeeper; house* or *office cleaner*
The sound of the drilling disturbed the housewives in the neighborhood.	The sound of the drilling disturbed everyone within earshot (or everyone in the neighborhood).
Housewives are feeling the pinch of higher prices.	Consumers (customers or shoppers) are feeling the pinch of higher prices.

In descriptions of men, especially men in the home, references to general ineptness should be avoided. Men should not be characterized as dependent on women for meals, or clumsy in household maintenance, or as foolish in self-care.

To be avoided: characterizations that stress men's dependence on women for advice on what to wear and what to eat, inability of men to care for themselves in times of illness, and men as objects of fun (the henpecked husband).

Women should be treated as part of the rule, not as the exception. Generic terms, such as doctor and nurse, should be assumed to include both men and women, and modified titles such as "woman doctor" or "male nurse," should be avoided. Work should never be stereotyped as "woman's work" or as "a man-sized job." Writers should avoid showing a "gee-whiz" attitude toward women who perform competently. ("Though a woman, she ran the business as well as any man" or "Though a woman, she ran the business efficiently.")

Women as Participants in the Action

Women should be spoken of as participants in the action, not as possessions of the men. Terms such as *pioneer, farmer,* and *settler* should not be used as though they applied only to adult males.

NO	*YES*
Pioneers moved West, taking their wives and children with them.	Pioneer families moved West. Pioneer men and women (*or* pioneer couples) moved West, taking their children with them.

Women should not be portrayed as needing male permission in order to act or to exercise rights (except, of course, for historical or factual accuracy).

NO	*YES*
Jim Weiss allows his wife to work part-time.	Judy Weiss works part-time.

Women should be recognized for their own achievements. Intelligent, daring, and innovative women, both in history and in fiction, should be provided as role-models for girls, and leaders in the fight for women's rights should be honored and respected, not mocked or ignored.

3. LANGUAGE CONSIDERATIONS

In references to humanity at large, language should operate to include women and girls. Terms that tend to exclude females should be avoided whenever possible.

The word *man* has long been used not only to denote a person of male gender, but also generically to denote humanity at large. To many people today, however, the word *man* has become so closely associated with the first meaning (a male human being) that they consider it no longer broad enough to be applied to any person or to human beings as a whole. In deference to this position, alternative expressions should be used in place of *man* (or derivative constructions used generically to signify humanity at large) whenever such substitutions can be made without producing an awkward or artificial construction. In cases where *man*-words must be used, special efforts should be made to ensure that pictures and other devices make explicit that such references include women.

Here are some possible substitutions for *man*-words:

NO	*YES*
mankind	humanity, human beings, human race, people
primitive man	primitive people or peoples; primitive human beings; primitive men and women
man's achievements	human achievements
If a man drove 50 miles at 60 mph . . .	If a person (or driver) drove 50 miles at 60 mph . . .
the best man for the job	the best person (or candidate) for the job
man-made	artificial; synthetic, manufactured; constructed; of human origin
manpower	human power; human energy; workers; workforce
grow to manhood	grow to adulthood; grow to manhood or womanhood

Pronouns

The English language lacks a generic singular pronoun signifying *he* or *she*, and therefore it has been customary and grammatically sanctioned to use masculine pronouns in expressions such as "one . . . *he*," "anyone

. . . *he*," and "each child opens *his* book." Nevertheless, avoid when possible the pronouns *he, him*, and *his* in reference to the hypothetical person or humanity in general.

Various alternatives may be considered:

(1) Reword to eliminate unnecessary gender pronouns.

NO	*YES*
The average American drinks his coffee black.	The average American drinks black coffee.
(2) Recast into the plural.	Most Americans drink their coffee black.

(3) Replace the masculine pronoun with *one, you, he* or *she, her* or *his*, as appropriate. (Use *he* or *she* and its variations sparingly to avoid clumsy prose.)

(4) Alternate male and female expressions and examples.

NO	*YES*
I've often heard supervisors say, "He's not the right man for the job," or "He lacks the qualifications for success."	I've often heard supervisors say, "She's not the right person for the job," or "He lacks the qualifications for success."

(5) To avoid severe problems of repetition or inept wording, it may sometimes be best to use the generic *he* freely, but to add, in the preface and as often as necessary in the text, emphatic statements to the effect that the masculine pronouns are being used for succinctness and are intended to refer to both females and males.

These guidelines can only suggest a few solutions to difficult problems of rewording. The proper solution in any given passage must depend on the context and on the author's intention. For example, it would be wrong to pluralize in contexts stressing a one-to-one relationship, as between teacher and child. In such cases, the expression *he* or *she* or either *he* or *she* as appropriate will be acceptable.

Occupations

Occupational terms ending in *man* should be replaced whenever possible by terms that can include members of either sex unless they refer to a particular person who is in fact male. (Each occupational title suggested below is already in wide use.)

NO	*YES*
congressman	member of Congress; representative (but Congress*man* Koch and Congress*woman* Holtzman)
businessman	business executive; business manager
fireman	fire fighter
mailman	mail carrier; letter carrier
salesman	sales representative; salesperson; sales clerk
insurance man	insurance agent
statesman	leader; public servant
chairman	person presiding at (or chairing) a meeting; presiding officer; the chair; head; leader; coordinator; moderator
cameraman	camera operator
foreman	supervisor

Language that assumes all readers are male should be avoided.

NO	*YES*
you and your wife	you and your spouse
when you shave in the morning	when you brush your teeth (or wash up) in the morning

4. PARALLEL TREATMENT

The language used to designate and describe females and males should treat the sexes equally.

Parallel language should be used for women and men.

NO	YES
the men and the ladies	the men and the women the ladies and the gentlemen the girls and the boys
man and wife	husband and wife

Note that *lady* and *gentleman*, *wife* and *husband*, and *mother* and *father* are role words. *Ladies* should be used for women only when men are being referred to as *gentlemen*. Similarly, women should be called *wives* and *mothers* only when men are referred to as *husbands* and *fathers*. Like a male shopper, a woman in a grocery store should be called a *customer*, not a *housewife*.

Names

Women should be identified by their own names (e.g., Indira Gandhi). They should not be referred to in terms of their roles as wife, mother, sister, or daughter unless it is in these roles that they are significant in context. Nor should they be identified in terms of their marital relationships (Mrs. Gandhi) unless this brief form is stylistically more convenient (than, say Prime Minister Gandhi) or is paired up with similar references to men.

A woman should be referred to by name in the same way that a man is. Both should be called by their full names, by first or last name only, or by title.

NO	YES
Bobby Riggs and Billie Jean	Bobby Riggs and Billie Jean King
Billie Jean and Riggs	Billie Jean and Bobby
Mrs. King and Riggs	King and Riggs Ms. King (because she prefers Ms.) and Mr. Riggs
Mrs. Meir and Moshe Dayan	Golda Meir and Moshe Dayan o Mrs. Meir and Dr. Dayan

Unnecessary reference to or emphasis on a woman's marital status should be avoided. Whether married or not, a woman may be referred to by the name by which she chooses to be known, whether her name is her original name or her married name.

Titles

Insofar as possible, job titles should be nonsexist. Different nomenclature should not be used for the same job depending on whether it is held by a male or by a female. (See page 13 for additional examples of words ending in *man*.)

NO	YES
steward or purser or stewardess	flight attendant
policeman and policewoman	police officer
maid and houseboy	house or office cleaner; servant

Different pronouns should not be linked with certain work or occupations on the assumption that the worker is always (or usually) female or male. Instead either pluralize or use *he or she* and *she or he*.

NO	YES
the consumer or shopper . . . she	consumers or shoppers . . . they
the secretary . . . she	secretaries . . . they
the breadwinner . . . his earnings	the breadwinner . . . his or her earnings *or* breadwinners . . . their earnings.

Males should not always be first in order of mention. Instead, alternate the order, sometimes using: *women and men, gentlemen and ladies, she or he, her or his.*

TASK 10

SEX-ROLE EXPECTATIONS
Classroom Activity: When I Am Eighty

AUDIENCE: *Elementary or secondary students*

OBJECTIVE: *To help students discover the extent to which sex-role stereotyping has affected their setting of goals*

MATERIALS: *Imagination, paper, pencil, rolls of paper cut in strips, magazines, scissors, paste*

TIMING: *Two class periods, 45 minutes each*

HOW TO USE:

1. *Make writing assignment: "Pretend it is your 80th birthday. Look back on your life and write a brief autobiography about your life after high school. Be sure to tell about your personal accomplishments and achievements."*
   For pupils having difficulty getting started, have each make a time line (on rolls of paper) representing periods in their lives. It helps if they mark off the lines in ten-year intervals. They can then look through magazines and cut out pictures to paste on the line depicting high (and low) spots of their imaginary eighty years. Then they can write the autobiography, adding details as they go.
2. *Tally and summary. Read the autobiographies and circle all words or phrases which indicate accomplishments, achievements, milestones or possessions. Make two tally sheets: one for boys, one for girls. Organize accomplishments, etc., into categories. Write these on large sheets of paper which all students can see, or duplicate the results and hand out copies to students. Refer to the Stage Two Manual to see how this was done by one fifth grade teacher with autobiographies from 13 boys and 12 girls.*
3. *Generalize. Have students look at the tally sheets you made from their autobiographies. Ask: "Looking at the information about boys, what could we say in general about the education of boys?" Write their generalizations on the board. Ask the same question about the other categories for boys. Then repeat the procedure for the girls' tally. A sample generalization list can also be found in the Stage Two Manual, pages 97-98.*
4. *Conclude. Finally, ask the class to draw conclusions about what boys and girls expect of themselves, based on the generalization lists.*

AGENDA: SESSION 3

PREPARATIONS AND RESPONSIBILITIES

	Note Person Responsible	Check When Completed
1. Bring texts, curriculum guides, etc., to meeting	Everyone	
2. Provide additional curricular materials for rating		
3. Confirm meeting room arrangements		
4. Prepare beverages		
5. Arrange for lunch		
6. Present summary of Session 2 evaluations		
7. Lead review of Session 3 objectives		
8. Lead "Sex-Role Expectations" follow-up discussion (Task 10)		
9. Lead "Guidelines" discussion (Task 9)		
10. Lead review of Curriculum Rating Forms (Task 11)		
11. Work with groups during "Findings and Needs" (Task 12) summary		
12. Introduce "Search and Survey" (Task 13) and make assignment		
13. Gather catalogs and make them available to the group		

OBJECTIVES

- To identify the extent to which today's students accept stereotyped sex roles
- To identify sexism in teaching materials
- To evaluate the district's curriculum for sex fairness
- To summarize the findings derived from an evaluation of the district's curriculum for sex fairness
- To identify the district's curriculum needs regarding sex fairness

SCHEDULE AND TASKS

10 minutes	Introduction. *Beverages, summary of Session 2 evaluations, any changes in future sessions, additional administrative details, questions.*
5 minutes	Review Session 3 objectives.

5 minutes	TASK 10, continued. "Sex Role Expectations." *Share with the other committee members the results you found when teaching this activity. Discuss any gender limitations that your students presently feel.*
5 minutes	TASK 9, contunued. "Guidelines for Equal Treatment of the Sexes in Teaching Materials." *In small groups, discuss the task questions under #4.*
0 minutes	TASK 11. "Rating Your Texts," page 49. *During this task you will use two rating forms: one for analyzing texts, workbooks, curriculum guides, audio-visual materials, and supplementary materials; and the other for analyzing a reader/anthology. These can be found on pages 51 and 52, respectively.*
0 minutes	Lunch.
0 minutes	TASK 12. "Findings and Needs," page 54.
0 minutes	TASK 13. "Search and Survey," page 56. *As part of this activity, you will receive an assignment to review Part II of this manual and begin a sex fairness materials file.*

TASK 11

Rating Your Texts

OBJECTIVES: *To identify sexism in curricular materials*
To evaluate the district's curriculum for sex fairness

MATERIALS: *Curriculum Rating Forms; texts, curriculum guides, etc., brought to the session*

DIRECTIONS:

1. *You have just finished a discussion of the implications of the McGraw-Hill guidelines for curriculum revision (Task 9). Now discuss the extent to which the McGraw-Hill guidelines can be used to review curricular materials for sex fairness.*
2. *Read through the Curriculum Rating Forms on pages 51-52 as the facilitator reviews the major areas on the forms and provides an example of each rating form completed for a district text.*
3. *Break into small groups by subject area/grade level (you will work with this group for the rest of the workshop sessions). All groups must have at least two people.*
4. *Before using the Curriculum Rating Forms, consider the following questions for your subject area/grade level:*
   a) *Distinguish between the "hidden curriculum" (teacher behavior and expectations) and the overt curriculum (course content, textbooks) as each one relates to sex fairness.*
   b) *Does the subject itself carry a stereotypic label? Has it been considered a "boy's" or "girl's" subject? What changes do you foresee in the immediate future? Is your subject becoming less stereotyped (in terms of its usual practitioners)? What value is ascribed to your subject area in terms of the educational needs of boys? girls?*
   c) *What is the composition of students/classes in your subject area (boys, girls, mixed)? According to Title IX regulations, if the composition of a class is 80% or more of either sex, it should be considered sex-stereotyped and in need of positive efforts to reduce the stereotyping. Identify sex-stereotyped courses in your district. What efforts are being made to reduce the stereotyping?*
   d) *Consider the age level of your students: what needs, because of their particular age, should be considered in conjunction with sex fair education? For example, how do the needs of preadolescent students interrelate with the needs of a sex fair education?*
   e) *Are all courses open to both boys and girls?*
   f) *Do course titles and descriptions use sex fair language?*
   g) *To what extent do district counseling practices reflect efforts toward assisting students in making unbiased choices in their course selections?*

If you are in a group of counselors, media specialists, and/or other individuals who work with all areas of the curriculum, spend the rest of your time preparing answers to these questions.

5. *Use the Curriculum Rating Forms to rate one of the items you brought with you (text, curriculum guide, etc.). Each member of the group should rate a different item.*
6. *Present your rating and comments to the small group when you have finished one item.*
7. *Continue in the same manner, rating as many items as possible.*

CURRICULUM RATING FORM:
ANALYZING TEXTS, WORKBOOKS, CURRICULUM GUIDES, AUDIO-VISUAL MATERIALS, AND SUPPLEMENTARY MATERIALS FOR SEX FAIRNESS

Title of Work________________________ Copyright Date________________

Author_____________________________ Today's Date__________________

Publisher___________________________ Evaluator____________________

	Page	Good	Fair	Poor	NA
1. Avoids stereotyping male/female behaviors, activities, life patterns, personality traits	____	____	____	____	____
2. Illustrations/images show females and males in non-stereotyped roles	____	____	____	____	____
3. Conforms to non-sexist language guidelines (e.g., McGraw-Hill)	____	____	____	____	____
4. Contributions of males and females are considered to the same degree	____	____	____	____	____
5. Includes factual information concerning women's achievements, history	____	____	____	____	____
6. Gives adequate, up-to-date attention to social issues and problems affecting women (e.g., ERA, equal pay legislation, credit reform)	____	____	____	____	____
7. Gives balanced treatment of social as well as military/political history or issues	____	____	____	____	____
8. Treats minority and ethnic groups in a non-stereotyped way	____	____	____	____	____
9. A wide variety of career options are described for both girls and boys	____	____	____	____	____
10. There are no unchallenged, derogatory sex stereotyped characterizations, such as "Boys make the best architects," or "Girls are silly."	____	____	____	____	____

Generally, how would you rate this material for sex fairness?

Outstanding________ Good_________ Fair__________ Poor__________

Comments:

CURRICULUM RATING FORM:[1]
ANALYZING A READER/ANTHOLOGY FOR SEX FAIRNESS

Title of Book___________________________ Copyright Date_______________

Author___________________________ Today's Date_______________

Publisher___________________________ Evaluator_______________

Yes No

___ ___ 1. There are equal numbers of stories with girls and boys as central characters.

	Female	Male
Number of stories where main character is	___	___
Number of minor characters who are	___	___

___ ___ 2. Both girls and boys are shown as having a wide range of sensibilities, feelings, responses, and actions; such as solving problems, being fearful, receiving help, in quiet play. Girls and boys are both shown to be self-reliant, clever, and brave -- capable of facing their own problems and finding their own solutions.

list examples of girls portrayed in this manner:
list examples of boys portrayed in this manner:

___ ___ 3. Girls and boys are portrayed in text and illustrations participating equally in physical activities.

pages girls portrayed:
pages boys portrayed:

___ ___ 4. Girls and boys are portrayed in text and illustrations participating equally in intellectual activities.

pages girls portrayed:
pages boys portrayed:

___ ___ 5. A wide variety of career options are described for both girls and boys

List adult female occupations cited.
List adult male occupations cited.

___ ___ 6. There are favorable presentations of mothers employed outside the home. If so, list page references:

___ ___ 7. Male and female characters respect each other as equals.

---

[1] *Adapted from* *Self-Study Guide to Sexism in Schools, Pennsylvania Department of Education and Pennsylvanians for Women's Rights, page 17.*

Yes No

___ ___ 8. All family members portrayed participate regularly and equally in household chores.
If so, list page references:

___ ___ 9. Fathers portrayed take an active and competent part in housekeeping and child rearing and are depicted showing feelings of tenderness.
If so, list page references:

___ ___ 10. There are no unchallenged, derogatory sex-stereotyped characterizations, such as "Boys make the best architects," or "Girls are silly."

___ ___ 11. The male noun or pronoun ("mankind," "he") is not used to refer to all people.

___ ___ 12. Multiple-parent families (divorced, remarried) are portrayed and the portrayal does not suggest that such family conditions are automatically damaging to the children.

___ ___ 13. One-parent families are portrayed, and the portrayal does not suggest that children with a single parent automatically suffer from it.

___ ___ 14. Adults who have chosen not to marry are portrayed favorably.

___ ___ 15. For readers which incorporate biographies, biographies of women in a variety of roles are included.

___ ___ 16. Minority and ethnic groups are treated in a non-stereotypic way.

SUMMARY: Generally, how would you rate this text for sex fairness?

Outstanding_________ Good _________ Fair_________ Poor _________

Comments:

TASK 12

Findings and Needs

OBJECTIVES: *To summarize the findings derived from an evaluation of the district's curriculum for sex fairness*
To identify the district's curriculum needs regarding sex fairness

MATERIALS: *Curriculum Rating Forms completed during Task 11; texts, curriculum guides, etc., brought to the session; paper on which to prepare summary of findings and needs*

DIRECTIONS:

1. ***Return to the same subject area/grade level group with which you have been working.***
2. *Findings. Continue rating items and sharing your findings with your group until you feel you have adequately assessed the curricular materials in your subject/grade level for sex fairness.*
3. *Now you are ready to summarize your findings. At the top of your group's findings sheet, designate the subject area and/or grade level. Your summary sheet should include a description of the extent to which both sexes are portrayed in a sex fair manner; specifically, you will want to consider language, pictorial representation, and whether the contributions of women have been included. Use examples whenever possible. The following are samples of findings similar to what you are preparing:*

Intermediate Reading: Most of the stories in the texts surveyed featured boys and men as the major characters. Where both sexes are shown it is in stereotyped roles, with few exceptions, both through wording and in illustrations. In addition, several of the texts are racially biased.
Junior High Science: In the materials surveyed, women are rarely seen in any roles. In one of the books, ________________________, a learning activity, page ____, includes 49 people, of which 2 are women. Pictorial representation of women is also inadequate; in particular, those who are pictured are shown taking notes, rather than conducting experiments.
Senior High American History: Our findings were mixed. A set of supplementary materials, purchased last year, is very strong in almost all areas of sex fair attitudes and ideas. In contrast, the basic text, ____________________________, is particularly weak in showing women's contributions in the Westward Expansion and in its stress on military events rather than social history.

4. *Needs. Based on your findings, you are now ready to identify and summarize your needs regarding sex fair curricular materials. This needs statement should include a description of specific areas of weakness. Use examples whenever possible. Sample needs statements are provided below (note that these statements relate to the findings above).*

Intermediate Reading: Need more pictures and stories of both sexes in non-stereotyped roles, especially boys in helping and caring roles and girls in active problem-solving situations. Need more stories where family chores are shared by all members and where there are one-parent families. Stories that portray peoples of different ethnic and racial backgrounds are especially needed.
Junior High Science: Learning materials are needed that provide facts about women's contributions to the sciences. Also, pictures are needed that show girls and women taking active roles in scientific endeavors.
Senior High American History: Order additional sets of the sex fair supplementary materials. Find, adapt, create additional materials that focus on social history and that include women's contributions in each of the major historical periods.

TASK 13

Search and Survey

OBJECTIVE: *To search for sex fair curricular materials*

MATERIALS: *Part II of the manual (Sample Materials); catalogs from publishers, particularly those that specialize in sex fair materials*

DIRECTIONS:

1. *You have just completed a summary of your findings and needs regarding a sex fair curriculum. You are now ready to begin your search for sex fair curriculum materials.*
2. *Discuss the sex fair materials and resources with which you are already familiar and share them with your group.*
3. *Before the next session, read through Part II of this manual, particularly those sections that relate to your subject/grade level. Try out some of the activities with your students. Be prepared to describe your experiences to your group.*
4. *Also before the next session, start (or add to) a file of professional articles; sex fair teaching materials, including pictures and catalogs; and other related materials.*
5. *Share your experiences regarding the activities you tried out in your classroom. Also share the materials and resources you have identified.*
6. *As a group, summarize what you have found and continue your search, sharing resources with other groups, sending for materials, previewing films, looking through catalogs, and studying in greater detail Part II of this manual. (One person should act as recorder for the group.)*

AGENDA: SESSION 4

PREPARATIONS AND RESPONSIBILITIES

	Note Person Responsible	Check When Completed
1. Confirm meeting room arrangements		
2. Prepare beverages		
3. Arrange for lunch		
4. Lead review of Session 4 objectives		
5. Work with groups during "Search and Survey" (Task 13)		
6. Lead "Plan of Action" (Task 14)		

OBJECTIVES

- To search for sex fair curricular materials
- To develop a plan for achieving a sex fair curriculum, including a plan for adaptation and creation of materials

SCHEDULE AND TASKS

10 minutes	Introduction. *Beverages, administrative details, questions.*
5 minutes	Review Session 4 objectives.
135 minutes	TASK 13, continued. "Search and Survey."
60 minutes	Lunch.
210 minutes	TASK 14. "Plan of Action," page 59. *As part of this task you will gather information helpful in refining your group's plan of action for curriculum revision.*

TASK 14

Plan of Action

OBJECTIVES: *To develop a plan for achieving a sex fair curriculum, including a plan for adaptation and creation of materials*

MATERIALS: *List of "Findings and Needs" developed in Task 12; summary prepared by your group during Task 13, "Search and Survey"*

DIRECTIONS:

1. *As a group, review the "Findings and Needs" developed earlier.*
2. *Review the group's summary of your "Search and Survey."*
3. *Now, next to each need statement, indicate those materials which you found that may be helpful in meeting that need. Continue in this manner until all "Search and Survey" materials have been listed.*
4. *Based on your experience in curriculum review for sex fairness, list any additional needs that you are able to identify at this time.*
5. *On a new sheet of paper, begin to develop your group's "Plan of Action" (one person should act as recorder). Your plan should include the following elements: statement of needs in order of importance; major events for meeting each need, including adaptation and creation of materials; suggested time line; and persons involved/responsible. Refer to page 60 for an excerpt from a sample "Plan of Action."*
6. *As you work on your plan, you may discover that you are missing some information (e.g., school district textbook purchasing schedule, the adaptability of some materials). Members of the group should get this information before the next session.*
7. *At the next session, refine your group's "Plan of Action" based on the information gathered.*

SAMPLE PLAN OF ACTION (EXCERPT)

NEEDS	MAJOR EVENTS	TIME LINE*	PERSONS INVOLVED/RESPONSIBLE
Non-stereotyped fourth grade reading text	• Adopt non-sexist text when new text is purchased	3 years	District Curriculum Director, Reading Supervisor, Fourth Grade Teachers
	• Create methods of using current texts in non-sexist ways	within 2 months	Curriculum Revision Committee, Fourth Grade Teachers, District Curriculum Director
	• Plan a school bulletin board display on sex stereotyping with accompanying lessons -- send to other schools	February	Fourth Grade Teachers from ______________ School
Contributions of women included in junior high American history texts	• When new texts are purchased, adopt non-sexist text that includes contributions of both sexes	2 years	District Curriculum Director, Junior High Social Studies Department
	• Adapt and create supplementary units/activities to add to existing units	1-wk. summer workshop next summer	District Curriculum Director, Curriculum Revision Committee, Junior High Social Studies Dept.
	• Distribute to teachers the social studies activities from Part II of this manual	next month	Social Studies Representative of Curriculum Revision Committee
	• Order _Teaching about Women in the Social Studies_ for each social studies department in the district	next month	Social Studies Department Head
	• Rent _The American Woman - Portraits of Courage_ (film, McGraw-Hill) and plan department activities around it	April	Social Studies Department Head, Media Specialist
More girl students in advanced science and mathematics classes at the senior high level	• Interview junior and senior high girls with opportunity and ability for these classes and find out why they did not continue	course selection time each year	Staff of Science and Math Departments, Guidance Counselors
	• Provide in-service meetings for guidance counselors and staff of those departments to study situation	after interviewing	District Curriculum Director, Director of Public Services
	• Encourage those with aptitude and interest to continue in advanced courses	ongoing, yearly performance reports	Staff of Science and Math Departments, Guidance Counselors
	• Recruit female scientists and mathematicians for "Career Day" speakers	Oct.-Dec. for Jan. Career Day	Career Day Committee

*Although specific dates are not included in this sample, your Plan of Action should include them.

AGENDA: SESSION 5

PREPARATIONS AND RESPONSIBILITIES

	Note Person Responsible	Check When Completed
1. Confirm meeting room arrangements		
2. Prepare beverages		
3. Arrange for lunch		
4. Lead review of Session 5 objectives		
5. Work with groups during "Plan of Action" (Task 14)		
6. Work with groups during "Integration Strategies" (Task 15)		
7. Make copies of evaluation forms, page 28		

OBJECTIVES

- To refine a plan for achieving a sex fair curriculum, including a plan for adaptation and creation of materials
- To develop strategies for the integration of the results of the sex fairness curriculum workshop into the existing district curriculum

SCHEDULE AND TASKS

10 minutes	Introduction. *Beverages, administrative details, questions.*
5 minutes	Review Session 5 objectives.
120 minutes	TASK 14, continued. "Plan of Action."
60 minutes	Lunch.
180 minutes	TASK 15. "Integration Strategies," page 63.
20 minutes	Workshop evaluation.

TASK 15

Integration Strategies

OBJECTIVE: *To develop strategies for integrating the results of the sex fairness curriculum workshop into the existing district curriculum*

MATERIALS: *"Plan of Action" developed in Task 14*

DIRECTIONS:

1. *Form new small groups, each group having a member from the previous groups. These new groups should be representative of many subjects/grade levels.*
2. *Brainstorm to develop a list of strategies that will insure integrating the results of this workshop into the existing district curriculum. Be realistic. Consider all existing strategies for curriculum change that are presently used in your district. Refer to page 64 for a sample of some strategies you may want to suggest.*

SAMPLE INTEGRATION STRATEGIES*

- The Curriculum Revision Committee's plan of action and integration strategies will be presented to the Sex Fairness Coordinating Committee and the superintendent for their input. Subsequently, it will be presented to the school board for their support and approval.

- Each spring the Curriculum Revision Committee and the Sex Fairness Program Coordinator will meet to review and evaluate completion of events on the plan of action and accomplishment of integration strategies and to prepare an update of those documents. The committee's evaluation, updated plan of action, and integration strategies will be presented to the superintendent.

- The district will provide time during the first district staff meeting each year for the Curriculum Revision Committee to present an update on sex fair curriculum revision activities.

- The district will hold a summer workshop to adapt present materials and create new materials that are sex fair (according to priorities listed in the plan of action).

- The district will encourage department and grade-level meetings to discuss new sex fair activities and materials that have been created by and for that group (interschool communication necessary).

- Representatives from the Curriculum Revision Committee will participate in all future textbook selection processes, and will prepare a written report of their recommendations.

- The district will develop a communication link from the district media specialist to each department/grade level. This will be used to change information regarding availability of new sex fair materials.

- Building principals will allocate funds for non-sexist books, texts, audio-visual materials, film rentals, etc.

- A communication structure will be established whereby the staff feels free to telephone or write the Sex Fairness Program Coordinator regarding the sex fairness of the school's curriculum and instructional practices.

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* For districts that have completed Stage One, integration strategies should reflect input from the administrative action plans.

THE PROCESS: RESOURCES

MARCH, 1976

curriculum
TRENDS
planning • instruction • management

BALANCE, NOT BIAS: TOWARD A NONSEXIST CURRICULUM[1]

by Thelma Roth Weissfeld, Communications Specialist, Cuyahoga Falls (Ohio) City School District

Sexism—that complex of attitudes and actions based on a view of women as inferior beings and on the assumption that certain roles in life are for men only—has been running rampant, like an uncontrolled cancer, in the body social . . . and in the public school curriculum. Maybe no one ever set out, with evil intent, to discriminate against half of the human race, but there has been an almost universal acceptance of attitudes and methods whereby female children have been trained to act like "little ladies." If they conformed to this training, they were put "on a pedestal" (so they were told), rewarded by being ushered first through doors while being left to languish last in line for the more meaningful opportunities in life.

Various attempts to change ingrained patterns of thought and behavior brought few results until a federal law, Title IX of the Education Amendments of 1972 (P.L. 93-568), provided the muscle to enforce equality of opportunity and services in schools receiving federal funds. When money talks, educators listen. Now, to put the case simply, any district failing to observe Title IX regulations puts in jeopardy its chances to get or retain large sums of federal cash. To insure compliance, each school system has to designate an officer to hear grievances, make evaluations, direct self-studies, and prescribe changes to be made on a definite schedule rather than "if we find time."

Why Change?

Title IX regulations require certain changes in the curriculum. In examining why such changes are necessary, one must first look at the years before the child enters school, the learning years spent in the "home-branch curriculum" that sends youngsters into classrooms with preconceived notions of their roles in the world.

Traditionally, girls have been conditioned to crave being wives, mothers, homemakers. They have been taught to be passive, keep clean, and play with Barbie dolls. Like boys, they too put in about 54 hours weekly in front of the television tube, absorbing steady diets of sexual stereotyping. When they run to Mommy with childish questions, such as "Can I be an astronaut when I grow up?" or "Can I be a doctor?" Mommy is apt to answer, "Girls don't become astronauts" or "Girls don't become doctors." Avenues of dreams and plans are effectively blocked before such children toddle off to their first formal class.

Boys, on the other hand, are encouraged from the start to dream of being achievers, breadwinners, wage-earners. Queries about their job aspirations, however unrealistic—"Can I grow up to be Santa Claus?" or ". . . a cowboy?"—will more likely elicit Mommy's "Sure you can. Go play." The male can begin dreaming big dreams, with no concern for future aptitudes. He comes to school feeling pretty good about himself. He has high hopes, and he's ready to go.

Here's where the first changes need to be made—in the preschool curriculum of the home. Parents exert the first strong influence on the attitudes and role expectations of their children. They should be trained, say family living specialists at Ohio State University, to teach their

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children to respect both parents' jobs, in the home or outside it, and to teach that family tasks should be shared, as skills and time allow, so that Mother doesn't always do all the cooking and cleaning nor Dad all the household repairs.

New Roles for Women

Once old enough to go to school, children have a right to learn under a curriculum that gives girls just as good a preparation for life in the world as it provides for boys. Whatever may have been the circumstances in the past, girls need solid academic and vocational training today. *Why Women Work*, a document from the Women's Bureau, U.S. Department of Labor, tells why: "Today, more than 35 million women are in the labor force; they constitute two-fifths of all workers. Contrary to popular belief, about 60 percent of the women who work do so for economic need. They are either single, widowed, divorced, separated, or have husbands earning less than $7,000 per year. Women now head one out of ten families." It is frequently the wife's income that lifts a family out of the poverty classification.

Yet, somewhere along the line, young women have let themselves be misled. In a survey conducted recently among junior and senior high school girls by the County Cooperative Extension Services of Ohio State University, a majority of the respondents said they expected to work one or two years, get married at age 22 or 23, and then spend the next 30 years raising a family of two children. Statistics indicate, however, that more than half of the young women in school today will work full-time for 35 years or more.

One counselor, speaking of her frustration in trying to work with junior high students conditioned by prevalent sex-role attitudes, says: "A boy will have all sorts of answers—some of them kooky!—in answer to a query about a future career. Most girls say, 'I'm going to get married and have a baby.' I respond enthusiastically, 'Hey, that's great! But you misunderstood my question. I asked you what career you might be interested in pursuing.' I get surprised looks as I explain how many additional years they'll have to fill in, and how good it will be to be able to support themselves. The shocking part is that not one boy, ever, has come in and said that he plans to grow up and get married and be a father in answer to the same career question."

According to the AASA handbook, *Sex Equality in School*, "The stereotype of the U.S. family includes a mother who works in the home, a father who works outside, and children—perhaps a son and a daughter. If you act on this stereotype, however, you'll be treating more than half of your students as misfits. Fewer than half the school-age children in the United States live with both parents, and more than half the children in school have mothers who work outside the home."

What Do Women Want?

"That's a question often asked in exasperation by those uninformed or unsympathetic toward nonsexist movements in education," says Louise Bach, special education supervisor in the Greater Johnstown (Pa.) School District, writing in the *Pennsylvania School Journal*. "Simply, they want an equal chance at everything the school has to offer, no 'ifs' or 'buts'—an equal chance in the shops and on the gym floor as well as in home economics and cooking classes, where boys should now be welcomed; an equal chance to learn to use the specialized equipment and facilities heretofore stashed in those male-only domains which are indigenous to every school building; a chance to learn skills to build, to experiment, to repair the technological hardware our society so highly prizes and pays for; a chance to become whatever it is that she has the desire and talent to become, with the freedom to discover this in ways that are suitable to her; a chance to grow to maturity under the instruction of teachers who do not imply in thousands of overt and subtle ways that women are unworthy people unless they approach standards created and sanctioned by men.

"In short, girls really want the chance to choose a different life style from the inflexible pattern that American public schools have ritualized as ideal for all students who happen to be female . . . our young women are trained for life long social and economic servitude. It is quite understandable that the male-dominated society has been loath to change an institution that has served it so well. The present educational system is quite useful for the perpetuation of patriarchy.

"The sexist behavior modification that American schools have invented for our girls begins in kindergarten and is so perfectly constructed that most females continue to practice self-limitation for the rest of their lives.

"This training naturally frees millions of school tax dollars that can then be showered upon educational programs, equipment, and athletics for male students. In light of her economic needs in the last quarter of the 20th century, the kind of advice given by educators to women might be charged as malpractice."

Where and How to Change

The ideal place to begin eliminating sexist attitudes and practices would be wherever a mother first takes her baby in her arms—on the day of the child's birth, when studies show a mother tends to cuddle and coo at a girl more than at a boy, who she feels must grow up strong, cry less at hurts, and learn to shoulder most of the burdens of the world.

The next most desirable start could be made by retraining the conditioned thinking patterns of the elementary school teacher, in the classroom and on the playground, and from the first day of school. In-service programs can provide the rudiments of such retraining. In Wisconsin, for example, these took the form of a Task Force on Sex-Role Stereotyping; in Seattle, Wash., a Women's Studies class; in Wadsworth, Ohio, a workshop conducted by a teacher who is also president of the Akron chapter of the National Organization for Women (NOW).

Helpful suggestions can also be obtained from a wealth of materials now rolling off presses. One good source is a handbook titled *Stop Sex-Role Stereotypes in Elementary Education*, produced by the Connecticut Public Interest Research Group, a student-supported organization. (A free copy may be obtained, while supplies last, from ConnPIRG, P.O. Box 1571, Hartford, Conn. 06101.) The Pennsylvania Department of Education has developed a "Self-Study Guide to Sexism in Schools," available through the Office of Equal Rights, Box 911, Harrisburg, Pa. 17126. And, practical self-help material is contained in *Reviewing Curriculum for Sexism*, a manual produced by the New York State Education Department for the guidance of local efforts at preparing and evaluating curriculum materials.

Nonsexist Learning Materials

On the problem of sex bias in textbooks and other curriculum materials, this comment by Webster (N.Y.) School Board Vice-President Nancy V. Brush is instructive: "If we want to influence new and revised curriculum materials, we must do so before they are published, not after the books are on the market. . . . Both the Board of Regents and the American Association of School Administrators have recognized the problem officially—the Regents with a Position Paper No. 14 on 'Equal Opportunity for Women' and the AASA with Series No. 4 of the executive handbook, *Sex Equality in Educational Materials*."

Publishers are becoming increasingly responsive to demands for nonsexist materials from the lucrative school market. Holt, Rinehart and Winston's School Department, for instance, is applying new guidelines in the production of its publications. Educators may obtain copies of "The Treatment of Sex Roles: Guidelines for the Development of Elementary and Secondary Instructional Material" by writing to Vivian Fenster, 383 Madison Ave., New York, N.Y. 10017. McGraw-Hill, too, recently issued a similar set of suggestions for its authors and editors. Macmillan's *Guidelines for Creative Positive Sexual and Racial Images in Educational Materials*, a 96-page booklet suitable for classes or discussion groups, can be ordered at 50 cents per copy from School Division, Macmillan Publishers, 866 Third Ave., New York, N.Y. 10022.

High on the list of classroom materials belongs the American Federation of Teachers (AFT) publication, *Women in Education: Changing Sexist Practices in the Classroom*. A planned second edition, in preparation late last year, will put emphasis on guidelines and lesson plans that teachers can use with their classes. Inquiries about its availability may be made to Sally Muravchik, Secretary-Treasurer's Office, AFT, 11 Dupont Circle, N.W., Washington, D.C. 20036.

Instructional Methods

It would be wonderful if publishers could suddenly produce enough, and schools suddenly find money enough to buy, nonsexist learning materials as replacements for old, offensive versions. But even where this is not possible, teachers can use what's at hand to expose and counteract sexism. In upper elementary grades, for example, textbooks can be used as take-off points for discussions about stereotyping. Students can rewrite

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the stories in their books, giving fair treatment to female and male characters, or invent new tales reflecting the same lack of bias. Then, perhaps, the stories could be collected, mimeographed, and circulated among children in lower grades, or even be placed in the school library.

There's a good example of this sort of story-rewriting activity in the NEA's *A Child's Guide to Equal Reading*. Author Verne Moberg dissects the story of Cinderella, laying bare sexist elements in the portrayal of each character, and suggests how it might be retold without sexual bias.

Since children learn from the informal or hidden, as well as from the formal, curriculum, teachers should take care that they do not always send a boy to fetch supplies, set up displays, prepare the film projector, and so on. Girls should get an equal chance at such opportunities and responsibilities. It's desirable, too, to try to schedule as guest speakers, and to visit on field trips, both men and women pursuing careers in what are commonly considered nontraditional fields.

At the secondary level, sexist conditioning is often more noticeable, since older students have had longer exposure to the propaganda of sex bias. They "know" who's supposed to be good at what, and why. Their mind's eyes must be refocused for clearer perception of the goal of equality for both sexes. For them, perhaps, an academic approach would be most appropriate, though this is something for a local curriculum director or committee to decide in accordance with particular circumstances. In the Penn Hills School District, Pittsburgh, Pa., for example, Curriculum Director Victor Zike spearheaded development of a curriculum guide on sexism (see *Curriculum Trends*, September 1974). It identifies five topic themes that can be incorporated into the course content of the academic programs of all departments at the secondary level. Zike describes one unit, structured by teacher Dennis Fantaski and inserted into a one-semester English course at Penn Hills Senior High School: "Students first read articles on various aspects of sexism, then form small groups to examine sexist slants in advertising, entertainment, employment, literature, and other facets of our culture. Reports on their investigations frequently take the form of role playing, in which students give stereotype performances of situations noted in television commercials, family life, and their own community and school." One year, the class investigated sex discrimination in their school system, and presented their findings to administrators.

Some feel that separate courses—"Women's Studies" and the like—are less desirable than methods that infuse sex-equality learnings into the curriculum across the board. The two approaches, surely, need not be mutually exclusive. Those who opt for the former have some valuable resources to tap. They can obtain, for example, at the cost of a No. 10 self-addressed, stamped envelope, a copy of the International Women's Year Reading List (80 recently published books for children and adults, reflecting "the feminine consciousness") from Public Relations, Detroit Public Library, 4201 Woodward Ave., Detroit, Mich. 48202; or, by the same procedure, a bibliography of 250 works (autobiographies, novels, poetry, nonfiction, and children's books) by influential female authors from Women Writers, Mid-Manhattan Library, 8 E. 40th St., New York, N.Y. 10019. In this Bicentennial year, *The Patriots*, a collection of biographies written by leading historians to celebrate the roles played by women in America's early years, could provide the nucleus of an appropriate course or unit, as could Mary P. Ryan's *Womanhood in America: From Colonial Times to the Present*.

Hopes for the Future

Federal officials responsible for enforcing Title IX regulations say they pin their hopes on voluntary compliance motivated by a commitment to democratic principles. Such hopes are buoyed by the initiative toward affirmative action already taken in some areas—Iowa, Minnesota, North Carolina, Pennsylvania, and Washington, D.C., to name a few. Much remains to be done, of course, to bring public elementary schools within one year, and secondary schools within two years, into required compliance with federal law. But the education machine is grinding into gear, if not always to prove its commitment to fair play, at least to protect its eligibility for federal funding. Either way, the young people of America—especially girls—have to come out winners.

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EXCERPTS...CURRICULUM AND INSTRUCTIONAL MATERIALS[1]

Simply put, the curriculum is the school's *content*--what it officially intends to teach. Depending on the point of view, that can refer to grade levels (the 3rd grade, or the Sophomore year), individual classes (senior Theme Writing or Ethical Issues in Religion) or broad programs of study (Vocational, Fine Arts, Engineering). In fact, it is all of these.

Curriculum has a number of direct ramifications for equal educational opportunity. First, inasmuch as the curriculum is a reflection of what is considered by the institution to be most worth knowing, exclusion of material indicates that, on a relative basis, it is judged to be insignificant. Thus, the failure of courses in contemporary American literature to include the work of Sylvia Plath, Kate Chopin, Flannery O'Connor or Anne Sexton is a reflection of the school's judgment that these people are not worth knowing about.

Second, the curriculum defines the knowledge which the school will put its full resources to helping the student acquire. Information and/or skills *not* included in the curriculum must be obtained independently--and to that extent are more difficult to come by. Few American history courses include serious discussion of the Women's Suffrage Movement, and it may be purely luck that leads a student to Flexner's *Century of Struggle*. Similarly, we often have to learn the hard way that media advertising sometimes attempts to use sex stereotyping to manipulate our buying habits.

Finally, the way the curriculum is structured has powerful implications for its accessibility to students. It is not uncommon for certain parts of the curriculum to be available only to certian groups of students. This type of structuring may be formal (e.g., *"Shop is only open to boys")* or informal (*"You can't schedule both 'Classics' and 'Voice,'"* or *"Why would a boy want to take 'Stenography'?"*).

The relevance of curriculum issues to the elimination of sexism, then, can be stated fairly simply: It is important that what is offered, and whom it is offered to, reflect a respect for the achievements, problems, and individual abilities of members of both sexes.

Because curriculum covers such a large area, a complete checklist for each aspect cannot be included here. However, following is a general list of statements which would be true of a nonsexist curriculum:

1. Courses include content by and about women. (Use the textbook checklist as an initial guide. Also examine the course syllabus and the list of guest teachers.)

2. Problems associated with sex roles and stereotyping are discussed in appropriate courses (for example: psychology, political science, law, literature, history, courses dealing with consumerism, sociology economics and biology).

3. Students are not excluded from courses or programs of study because of sex.

4. Course titles do not employ the generic man or male pronoun.

Within these broad contours, however, there are some issues that deserve further elaboration.

Physical Education. This is probably the most controversial area of curriculum as far as the elimination of sexism is concerned, with one side calling for complete sex-integration of physical education programs, and the other side asserting that that would mean coed locker rooms. In truth, integrated physical education is not so difficult a matter, particularly if it is accompanied by the educationally sound shift away from highly competitive interscholastic sports (from which only a few students benefit) to intramural programs and lifetime sports (that is, programs aimed at general good health and lifetime participation). And since the right to privacy is not at issue, locker rooms can remain separate.

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[1] *This material was excerpted from Self-Study Guide to Sexism in Schools, 1974, Pennsylvania Department of Education and Pennsylvanians for Women's Rights, pages 7-15.*

It is important that both sexes have equal:

- access to equipment, practice fields and gymnasiums
- funding
- variety in activities
- staffing (at equal salaries)

In addition, the school should attach equal status to athletic programs for both sexes.

Elementary Programs and Activities. Most early grades are not divided into *courses*, and so an analysis of curriculum must find another focus. One concern should be the division of students for activities within classes: Boys and girls should both be encouraged to play with all types of toys, investigate all types of occupations, lead discussions equally, and so on. Neither should the physical arrangement of the classroom suggest sex stereotypes, that is, the dolls, irons, and dishes should not be clustered at one end, and the trucks, hammers and blocks at the other end.

Develomental programs for very young children should also be carefully examined. On the theory of compensating for differing rates of motor skill development, educators sometimes separate boys and girls, even though learning differences may not follow such neat lines. Intensive indoctrination in traditional sex-roles is often a part of this type of sex segragated activity.

Industrial Arts/Home Economics. While state curriculum regulations require a course in either industrial arts or home economics, they do not specify that boys shall take the former or girls the latter. There is no justification for determining enrollment in these courses on the basis of sex. However, two problems sometimes occur in the process of removing sex stereotypes from these courses: a) boys are encouraged to take home economics, but girls do not receive equal encouragement to enroll in industrial arts, or b) girls are permitted to enter some, but not all, industrial arts course. Neither situation should be tolerated.

Secretarial Courses. These courses should be open to members of both sexes. Courses should be analyzed for sex-stereotyped content and practices.

Women's Studies. Women, their accomplishments and their problems, should be included in all courses. *In addition*, women's studies constitutes a rich, legitimate, and long-neglected academic discipline in and of itself. Where they are added as a separate program of study, these courses should be for full credit. Where other types of *studies* programs are available as majors, women's studies should be available also.

Minicourses. Remember that these can provide other interim possibilities for intergrating the achievements of women into the curriculum.

INSTRUCTIONAL MATERIALS

The power of instructional materials to shape attitudes is particularly strong and direct in the early and middle grades, when they constitute much of the student's information about the world. But the influence is still there in high school and in college. As is the case with the curriculum, the material contained in textbooks represents--at least by inference--both the kind of learning and the particular content that has the institutional stamp of approval. By consequence, it is again the knowledge that is easiest for a student to acquire. Moreover, it is not unfair to assert that textbooks sometimes determine curriculum, and that what is covered in the text ends up being what the school in fact teaches.

The direct implication is that it is critically important for the materials used in schools to foster a sense of personal worth and dignity and a respect for the abilities and rights of *all* people--of all races, of all ethnic backgrounds, and of both sexes.

An examination of instructional materials is convenient because it provides a project with a clear and tangible focus. It may be helpful to follow these steps:

1. Examine both the procedure and the criteria for selecting new instructional materials. A lot of time and energy can be saved later if the consideration of sexism is made a part of initial textbook selection.

2. Take some time at the outset to consider alternatives should the examination discover sexist materials. How soon could such materials reasonably be discontinued? What could be done in the meantime to offset their influence?

3. Begin by evaluating only selected materials, preferably those in widest use or those about to be adopted.

Sexism in learning materials may take many forms and, because most of us have always used textbooks that sex stereotyped men and women, it may at first be difficult to identify. In general, a book (film, tape, etc) about which any of the following is true is sex-biased:

1. Personality traits, aspirations, abilities, vocations are identified with sex.

2. *Most* women (girls) are characterized as weak, passive, irrational, fearful, self-effacing, artistic, untrustworthy, devoted, domestic.

3. *Most* men (boys) are characterized as strong, competitive, assertive, objective, practical, independent. They work outside of the home.

4. Little space and/or serious attention is given to women's accomplishments *in a wide variety of fields.*

It is worth pausing to emphasize the word *most*: The goal is not to portray all women as bold and aggressive, or all men as timid and self-effacing. The important point is that such traits should not be associated with sex at all. Some *people* are bold while other *people* are timid. Instructional materials should not show a pattern of linking such individual characteristics with groups defined on the basis of sex.

These are traits of *non*sexist materials:

PICTURE BOOKS –

1. The female figure is shown to be equally as competent as the male figure.
2. The female figure is shown as frequently as the male figure.
3. The female and male figures engage equally in activities. Examples: *"All the children ran," "All the children washed the dishes."*
4. Females are shown in a variety of occupations.

5. Stereotypes of family roles are avoided. Examples: The mother sometimes works outside of the home, while the father works in the home.
6. Female figures are proud and happy to be females.
7. Male figures are shown with emotions appropriate to the situation. Example: Fathers show tenderness toward children.

LANGUAGE ARTS

Readers

1. Girls are depicted as often as boys, women as often as men.
2. Females' roles are as varied as males' roles.
3. Females face and solve their own problems.
4. Females' accomplishments, not their clothing or features, are emphasized.
5. Derogatory references (*tomboy, sissy, old maid*) are omitted.
6. Biographies of women (beyond mere tokenism) are included.

Anthologies

1. Selections by and about women are included.
2. Biographical headnotes on authors do not imply that women write *intuitively* while men are *conscious artists.*
3. Background materials discuss the position of women in the society of the era, attitudes toward women writers, and the social, political, and economic implications of literary conventions regarding women.

Language Texts

1. Stereotyping (such as associating women with the kitchen and men with business) is avoided in introducing vocabulary units.
2. Assumptions about women inherent in the language are discussed. Example: *masculine* and *feminine.*
3. Constant listing of the feminine pronoun in a secondary position (such as *he and she* and *he, she, it*) is avoided. (An alternative is to list them alphabetically: he/she, her/his.)

SOCIAL STUDIES

History

1. The roles of women are treated equally with the roles of men. They are given equal attention and equal importance is attached to them.
2. Women are depicted in a variety of roles.
3. Women in nonstereotyped roles (such as politician and labor leader) are treated sympathetically and seriously, not as laughable oddities.
4. The women's movement is discussed as a serious and continuing struggle, not one that ended with the right to vote.
5. Subsuming terminology (such as "*the pioneers and their wives*" and "*the settlers and their wives and children*") which suggests that women were not pioneers and settlers is avoided.
6. The exclusive use of *man* or *men* or *mankind* for *people* is avoided.

Sociology and Psychology

1. The process of social conditioning is described in such a way as to make it clear that *masculine* and *feminine* are socially defined concepts that vary from culture to culture.
2. Non-Freudian studies of female psychology by feminist psychologists and psychiatrists are included.
3. Courses and units on marriage and the family should be expanded to present a variety of lifestyles (such as single adult living).
4. Courses and units on human development stress individual growth, not adjustment to a statistical norm.
5. Divorce, illegitimacy, juvenile delinquency and prostitution are treated as problems of the whole society. It is not suggested that these are problems created or increased by the emancipation of women.
6. The text indicates that a division of labor based on physical differences ceases to be essential in an automated, mechanized society.

Economics

1. Information on women in the labor market is included.
2. The problem of sex discrimination is discussed.
3. The subject of women and property laws, and the effect of marriage on a woman's property rights, is discussed.
4. Woman is examined as a consumer, including methods of manipulation by the media.
5. The positions of women under different economic systems are examined.
6. Sex stereotyping (such as having women concern themselves with the household budget and men with the stock market) is avoided.

Political Science

1. The legal status of women is discussed.
2. The underrepresentation of women in all levels of government is discussed.
3. Government and policy making are treated as appropriate vocations for both men and women.

ARITHMETIC AND MATHEMATICS

1. Examples should be drawn from all aspects of life. Boys and girls depicted in examples should not be sex stereotypes (e.g., *boys* as well as girls should bake cookies and *girls* as well as boys should build club houses).
2. Suggestions that women are incompetent in mathematics (such as *"Jane's way"* and *"John's way"* to depict the long and short method, the wrong and right way) are avoided.

HOME ECONOMICS/INDUSTRIAL ARTS

1. All areas of practical information for personal survival (from cooking and sewing to the use of simple tools and auto repair) are described to facilitate the movement away from sex-segregated courses.
2. Suggestions that certain kinds of work are for women, others for men, are avoided.

SEX EDUCATION

1. Depending on the age level, the text includes some or all of the following subjects:

–equality as the necessary basis for a love relationship
–the social and political implications of the double standard
–sex, reproduction and parental responsibility
–birth control methods and reliability
–a definition of sexuality in non-Freudian, nonstereotyped terms

FINE ARTS

1. Achievements of women and men are discussed with equal attention and seriousness, and research is encouraged.
2. The text does not suggest that participation in certain of the arts indicates sexual abnormality (such as the ballet for men).
3. Artistic conventions regarding women are discussed.
4. Discussions do not suggest that women excelling in the arts do so because they are naturally more subjective and intuitive and, therefore, artistic in some respects.
5. Art history texts discuss domestic crafts as important contributions.

NATURAL AND PHYSICAL SCIENCES

1. The discoveries and achievements of women are discussed with equal seriousness and attention as those of men. Example: Madam Curie is shown as someone more than her husband's assistant.
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Pennsylvania Department of Education. Guidelines for Creating Positive Sexual and Racial Images in Educational Materials. Box 911, Harrisburg, Pa. 17126.

Adapted from the Guidelines published by the Macmillan Publishing Company (866 Third Avenue, New York, N.Y. 10022), the booklet provides content guidelines for specific groups (Black Americans, American Indians, Hispanic Americans, Asian Americans, Jewish Americans) as well as subject-area guidelines for all the major subject areas, K-12.

Pennsylvania Department of Education. Images of Women. Bureau of Curriculum Services, Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126, 1976.

An annotated bibliography of feminist resources; price listings; arranged by grade levels and subject areas.

"Sexism in Education," Social Studies Journal, 2(4), National Council for the Social Studies, 2030 M Street, N.W., Washington, D.C. 20036, Winter, 1973.

A special issue devoted to the subject. Includes a variety of articles discussing the effects of sex-role stereotyping in education and action recommendations. Also, an anlysis of current texts and contributions of women is helpful to teachers looking for sex fair teaching materials.

Additional Sources of Sex Fair Materials:

Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023.
Educational Activities, Inc., Freeport, N.Y. 11520.
Feminists on Children's Media, P.O. Box 4375, Grand Central Station, New York, N.Y. 10017.
The Free to Be Foundation, 370 Lexington Avenue, New York, N.Y. 10017.
Lollipop Power, P.O. Box 1171, Chapel Hill, N.C. 27514.
New England Free Press, 60 Union Square, Somerville, Mass. 02143.
New Seed Press, P.O. Box 3016, Stanford, Calif. 94305.

Sex Fair Instructional Materials

Ahlum, C. and J. Fralley. High School Feminist Studies. The Feminist Press, Box 334, Old Westbury, N.Y. 11568, 1976.

This volume contains descriptions of courses developed by high school teachers in the area of women's studies. Three categories of courses are included: history, literature, and interdisciplinary.

Classroom Practices in Teaching English, 1976-1977: Responses to Sexism. National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801, 1976.

A series of articles, lessons, and units on sex-role stereotyping written for the classroom teacher, K-12.

Educational Challenges, Inc. Today's Changing Roles: An Approach to Non-Sexist Teaching. Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036, 1974.

A 108-page paperback designed as supplemental instructional materials to assist children to explore and understand that sex-role stereotyping has limited female and male roles; units, lesson plans, behavioral objectives, concepts, and learning materials listed -- all make this an invaluable source for the classroom teacher.

Howard, Suzanne. Liberating Our Children Ourselves. The Association of American University Women, 2401 Virginia Avenue, N.W., Washington, D.C. 20037, 1975.

A compilation of course materials from more than 50 of the nation's pioneers of women's studies courses. The handbook provides materials useful for developing units or courses about sex-role stereotyping in schools.

Johnson, Laurie Olsen, ed. Non-Sexist Curricular Materials for Elementary Schools. Feminist Press, Box 334, Old Westbury, N.Y. 11568, 1974.

This is an extensive packet of materials and bibliographies for the teacher and student; useful in the day-to-day lesson plans of the classroom.

Sprung, Barbara. Non-Sexist Education for Young Children--A Practical Guide. Women's Action Alliance, 370 Lexington Avenue, New York, N.Y. 10017, 1975.

A practical model for achieving the sex fair curriculum. Includes units for teachers and parents to overcome sex-role stereotyping in early childhood education programs. All of the lessons were field-tested in preschool centers.

Stanford, Barbara and Gene Stanford. Roles and Relationships: A Practical Guide to Teaching about Femininity and Masculinity, Bantam Books, New York, N.Y., 1976.

A book designed to be used as a guide to planning a mini-course about male/female sexual identity and societal roles. The guide is organized around several topics, each of which includes objectives, reading suggestions, activities, and discussion topics. Can be used in junior and/or senior high school.

Film Resources

The American Woman: Portraits of Courage. (color 16mm 53 minutes.) McGraw-Hill Films, 1221 Avenue of the Americas, New York, N.Y. 10020, 1976.

A series of portraits of women who played decisive roles in the shaping of American history. Includes rare archival illustrations, early film footage, photographs, and interviews with women to spotlight important moments in the lives of American women. Excellent resource for the classroom teacher, also for in-service education.

Clorae and Albie. (color 16mm 30 minutes.) Education Development Center, 55 Chapel Street, Newton, Mass. 02160, 1975.

As Unit II of the Role of Women in American Society curriculum project, this film explores the lives of two black women and their portrayal of home, career, and family. Resource book also available.

Dick and Jane as Victims: Sex Stereotyping in Children's Readers. (audio slide presentation.) Women on Words and Images, 30 Valley Road, Princeton, N.J. 08540.

This is one of the early classic studies documenting sexism in children's readers.

The Fable of He and She. (color 16mm 11 minutes.) Learning Corporation of America, 1350 Avenue of the Americas, New York, N.Y. 10019.

This animated fairy tale gently challenges stereotypes and sexist thinking and applauds the joys of individual self-expression. Useful for the classroom teacher with all ages of children; useful also with adults.

Girls at 12. (color 16mm 30 minutes.) Education Development Center, 55 Chapel Street, Newton, Mass. 02160.

As Unit I of the Role of Women in American Society curriculum project, this is a documentary film about three girls in a small industrial city near Boston. It focuses on their initiation into adolescence, especially on learning what it means to grow into womanhood. Although it is a rather subtle film, it can be used with junior high and senior high students. An excellent teacher's guide and student resource book are available with the film.

Images of Males and Females in Elementary School Textbooks. (3 slide carousels, 1 tape, 48 minutes.) Lenore Weitzman and Diane Rizzo. Available from the Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D.C. 20036.

This study documents the relative omission of females and the stereotyped roles of both sexes in the illustrations of textbooks most frequently used in classrooms throughout the country. Pictures in mathematics, science, spelling, reading and social studies texts are analyzed not only by sex, but by race and age level as well.

The Labels and Reinforcements of Sex-Role Stereotyping. (two-part color filmstrip, 25 minutes.) The National Education Association. 1201 16th Street, N.W., Washington, D.C. 20036.

The filmstrip deals with what stereotyping is, how it is perpetuated, how it limits children, and what we can do to stop it. Recommended for orientation purposes for those involved in curricular review.

Men's Lives. (color 16mm 43 minutes.) New Day Films, P.O. Box 315, Franklin Lakes, N.J. 07417.

This film explores the sex-role socialization that affects boys and men in American society. An excellent film for showing that sex fairness in education is not for women only. Can be used with secondary students, teachers, administrators, and parents.

Sexism in Foreign Language Textbooks. (color 25 minutes.) Women on Words and Images, 30 Valley Road, Princeton, N.J. 08540.

This slide show explores the sexist content of 25 foreign language textbooks by 16 publishers. Females are shown to be underrepresented in the dialogues, photographs, and stories of French, Spanish, and German language textbooks.

The Sooner the Better and The Time Has Come. (color 16mm, 27 minutes and 22 minutes.) Third Eye Films, 12 Arrow Street, Cambridge, Mass. 02138.

These two films are designed to help parents and teachers of young children to understand non-sexist education -- by recognizing its impact, observing its limitations and suggesting ways for overcoming sexism at the pre-school level. Both films reflect the subtleties of sexism and demonstrate the ease and accessibility of non-sexist approaches to teaching and child rearing. Appropriate for educators involved in the process of reviewing curriculum for sexism.

Sugar and Spice. (color 16mm 32 minutes.) Odeon Films, 1619 Broadway, New York, N.Y. 10019.

This film documents efforts by teachers and parents in three different schools to offer non-traditional opportunities to boys and girls on the preschool and elementary school levels. For parents and educators of young children.

General Readings on the Sex Fair Curriculum

Ernest, John. Mathematics and Sex. University of California, Department of Mathematics, Santa Barbara, Calif. 93106, 1975.
A survey of women in the field of mathematics indicates that girls and women are limited and stereotyped from kindergarten through graduate school. Useful for administrators and teachers as background reading for developing the sex fair curriculum.

Farquhar, Norma and Carol Mohlman, "Life Competence: A Non-Sexist Introduction to Practical Arts," Social Education. 2030 M Street, Washington, D.C. 20036 October, 1973.
A description of a realistic practical arts course that combines home economic and industrial arts so that one course can be offered to junior high students in coed classes.

Gersoni-Stavn, Diane. Sexism and Youth. New York, N.Y., R. R. Bowker Company, P.O. Box 1807, Ann Arbor, Michigan 48106, 1974.
Part 3 of this anthology is entitled, "Books: Propaganda and the Sins of Omission." It includes articles covering diverse topics, an annotated bibliography of children's books, analyses of the portrayal of women in children's encyclopedias and sex stereotyping in math, science, and social studies textbooks.

Saario, T. N., C. N. Jacklin and C. K. Tittle, "Sex-Role Stereotyping in the Public Schools," Harvard Educational Review, Vol. 43, No. 3, 1973.
An investigation of sex-role stereotyping in three major areas: elementary school basal readers, educational achievement tests, and different curricular requirements for males and females.

Trecker, Janice Law, "Sex Stereotyping in the Secondary School Curriculum," Phi Delta Kappan, Vol. LV, No. 2, October, 1973.
The author states that according to the biased message of the secondary curriculum, humanity is masculine. She suggests that the removal of bias will require new ways of thinking about the needs of women. According to the article, it will also require the cooperation of teachers, administrators, counselors, and educational publishers.

Weitzman, Lenore and Diane Rizzo. Biased Textbooks. Resource Center on Sex Roles, 1201 16th Street, N.W., Washington, D.C. 20036, 1975.
Examines the images of males and females in elementary school textbooks in five subject areas and documents the omission and stereotyping of females in these texts.

CREDITS: Many of the items in this listing were taken from Resources for Sex Equality, Project on Sex Equality in Guidance Opportunities, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009; and from Implementing Title IX: A Sample Workshop, Appendix D, Resources, Resource Center on Sex Roles, 1201 16th Street, N.W., Washington, D.C. 20036.

Special thanks go to Ms. Amanada Smoot and the staff of RISE (Research and Information Services for Education), 198 Allendale Road, King of Prussia, Pa. 19406, for their assistance in the literature search of curricular materials relating to sex-role stereotyping in the schools.

SAMPLE MATERIALS: ELEMENTARY

Sex Fairness in the Classroom

The final measure of any educational program is how much it benefits the children who study in a school system. Becoming Sex Fair is designed to help each child understand that one's gender need not be a restriction on what a person wants to do now or hopes for from the future. To remove sexism from the curriculum and bring about meaningful, positive change, the teacher must have administrative support as well as the necessary materials.

For these reasons, the following pages are the heart of Becoming Sex Fair. Here you'll find the teaching materials and ideas to help you make sex fairness a reality in every classroom, from kindergarten to twelfth grade.

But how, you might wonder, were these materials developed?

Teams of teachers from the Tredyffrin/Easttown School District in Berwyn, Pennsylvania, worked together to review the curriculum, teaching methods, and textbooks for the subjects they taught. They identified sexism wherever they saw it. They read outside sources and looked over sex fair materials available from publishers. They developed activities and strategies to help children see and act beyond stereotypes. They tested these ideas in their classrooms. Finally, when they were satisfied that their activities promoted sex fairness, they wrote down their best ideas to share with teachers across the country. You have those results before you in this book.

Here are some of the principles behind the activities and strategies that follow:

- All materials are meant to supplement, not replace, the present curriculum
- Each activity is designed to be practical, explicit, and complete so that another teacher of the subject can use the same activity easily
- Flexibility is built in to allow other teachers to change or adapt the activity for their special needs
- In skill-teaching subjects, such as math, typing, or reading, activities fit into the learning sequence while reinforcing the skill
- All ideas are inexpensive to implement; most cost nothing

In other words, written for teachers, by teachers, the activities are designed to work in the classroom for the benefit of the student.

You'll notice a variety of approaches from one subject to another. This variety reflects the diversity and creativity of the many teachers who contributed to the program. For example, the secondary math teachers developed a series of "Personalities in Math" -- sketches of real men and women using higher math in their careers and daily lives. The elementary language arts teachers, on the other hand, devised many different activities so that young students could have many different experiences with sex fairness. Each subject, then, bears the stamp of the individual teachers who worked on it. You'll want to study the chapter on your own subject in depth and apply many of the suggestions to your classes; but you'll also want to glean pertinent concepts from teachers of other subjects. If there is not a specific section written about the subject you teach, simply refer to related subjects, in which you're likely to find a wealth of applicable ideas.

Although there are nearly as many different approaches as there are subjects, you'll find these similarities in organization for each subject:

1. Introduction. Each section begins with a general introduction, with remarks about problems in sexism specific to that subject.
2. Notes to the Teacher. Here you'll find the activities ideas, suggestions, and intervention strategies with which to counter sexism in your subject.
3. Bibliographies and Resources. For many subjects, the teachers who wrote a particular section provide reference lists you can turn to for more information.

These are the elementary subjects which are discussed in this section: *

American History
Language Arts

Mathematics
Reading

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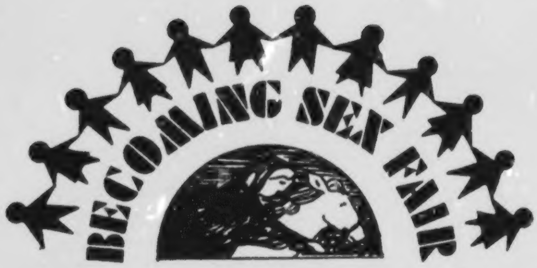
* Note: The Music section, which appears with the secondary materials, also describes some activities for elementary school children.

Most American history texts for fourth, fifth and sixth graders play down or overlook completely the role of women in early America. If the text you are using was printed before 1970, it probably makes little reference to women as history makers. What can you do to present a more balanced view, without replacing present materials that may be biased?

One method -- described on the next pages -- is to focus on making one unit at a time sex fair. You might start with the period illustrated here: the American Revolution. In most texts, the influence of women during this period is slighted, even though the war marked a significant turning point for the status of women.

Try using the Revolution unit as a model of how you can -- with almost no expense -- revise your curriculum for this and other periods. As you begin research on other units, you will find limited information about women. What is available is not usually at the students' level. Therefore, it is essential that you share, through talks, activities, work sheets, and other means, the information you do find. Otherwise, the child can study American history, yet be unaware that women had any part in making that history.


BECOMING SEX FAIR

Did you know that Sybil Ludington ALSO made a midnight ride to summon the militia in Danbury, Conn. during the Revolution?

Notes to the Teacher

The following ten activities show how you can supplement a unit on the Revolutionary War with information about women. Often an activity can be as straightforward as adding the names of women to old work sheets. Or it can be as comprehensive as having students write "You Are There" journals in a historic setting.

Following the activities you'll find two bibliographies -- one for teachers and one for students -- of valuable sources of information about women in the Revolutionary War and other periods of early American history.

ACTIVITY 1

Early American Heroes

AUDIENCE: *Upper elementary students*

OBJECTIVE: *The student identifies several early American heroes*

MATERIALS: *Copies of "Early American Heroes" and "Matching Exercise"*

TIMING: *45 minutes*

HOW TO USE:

1. *Review the background and lead a discussion of early American heroes.*
2. *Use the discussion as an opportunity for students to practice note-taking skills.*
3. *Inform students that they will be tested on this information.*
4. *Several days later, test students, using the "Matching Exercise."*

EARLY AMERICAN HEROES

A. Queen Allaquippa, Powerful Indian Chief
   1. Iroquois chief in western Pennsylvania
   2. George Washington made a special trip to visit her during the French and Indian wars (1753) to request that the Indians not fight on the side of the French.
   3. At first, Washington refused to see her because she was a woman; later, he learned that she had the power to commit her troops to war

B. Eliza Pinckney (1722-1793), Plantation Manager
   1. Tutored slave children so that they might become teachers of other Blacks
   2. Spoke French; quoted Milton; sighted comet predicted earlier by Isaac Newton
   3. Managed a plantation at age 17
   4. Noted for her successful cultivation of indigo

C. Margaret Corbin (1751-c.1800), First woman to receive a federal pension for life
   1. Known as Captain Molly
   2. She fought beside her husband and excelled in gunnery procedures
   3. Wounded at the battle of Fort Washington; disabled by the crippling of an arm
   4. Congress awarded her a life pension on July 6, 1779

D. Sacajawea (c.1786-1812), Interpreter
   1. Shoshone Indian woman who served as interpreter on the Lewis and Clark expedition
   2. She was the only woman among about 45 men on the expedition

E. Mary Goddard (1788-1816), Printer and Publisher
   1. Headed the Baltimore Post Office
   2. Was a printer and newspaper publisher
   3. Printed the first copy of the Declaration of Independence that included the names of the signers

F. Phillis Wheatley (c.1753-1784), Black Poet
   1. Brought to America as a slave by a Boston tailor
   2. Treated well and educated
   3. Freed before the American Revolution
   4. Wrote Poems on Various Subjects, Religious and Moral

G. Margaret Brent (c.1601-c.1671), Wealthy Landholder
   1. One of the largest and wealthiest landholders in colonial Maryland
   2. In 1648 demanded two votes because of the size of her property holdings

Additional names may be found in Notable American Women 1607-1950, A Biographical Dictionary, Edward J. James et al.; and Herstory, two board games of chance and strategy.[1]

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[1] *Please refer to Bibliography for Teachers, pages 104-105.*

MATCHING EXERCISE

Directions: From the list of names on the left, draw lines to all phrases that describe the person:

1. Margaret Brent
2. Sacajawea
3. Queen Allaquippa
4. Mary Goddard
5. Eliza Pinckney
6. Margaret Corbin
7. Phillis Wheatley

a) Iroquois chief in western Pennsylvania

b) Headed Baltimore Post Office

c) Wealthy colonial landholder

d) "Captain Molly"

e) George Washington made a special trip to see her

f) Wrote *Poems on Various Subjects, Religious and Moral*

g) Managed a plantation at age 17

h) Wounded at Battle of Fort Washington

i) Shoshone Indian woman -- guide of Lewis and Clark expedition

j) Printer and newspaper publisher

k) Noted for her successful cultivation of indigo

l) Printed the first copy of the Declaration of Independence that included the names of the signers

Key: 1-c; 2-i; 3-a,e; 4-b,j.l; 5-g,k; 6-d,h; 7-f

ACTIVITY 2

Who's Who

AUDIENCE: *Upper elementary students*

OBJECTIVE: *The student recalls important facts about people associated with the American Revolution*

MATERIALS: *Copies of "Who's Who"*

TIMING: *15 minutes*

HOW TO USE:
1. *Distribute copies of "Who's Who"*
2. *Have students complete the activity independently*
3. *Any questions missed may be extended to a research project for a more detailed study of that person*

OTHER USES:
- *"Who's Who" could also be used as a pre-test, post-test, or open-book test for a unit on the Revolution*

WHO'S WHO

Choose the name that will correctly complete each statement below and draw a circle around it.

1. The British general who took Quebec was

   Braddock   Wolfe   Montcalm   Gage

2. An influential woman in the Committees of Correspondence was

   Betsy Ross   Sybil Ludington   Mercy Otis Warren

3. The man who headed the Committee of Correspondence was

   Samuel Adams   John Adams   Ethan Allen   Patrick Henry

4. A woman who took her husband's place in the Battle of Fort Washington was

   Jane Smith   Margaret Corbin   Abigail Adams

5. The man who made a midnight ride to warn that the British were coming was

   Samuel Adams   John Hancock   Paul Revere   James Otis

6. The "Pocahontas of the West," Cherokee Indian leader, was

   Nancy Ward   Deborah Sampson   Betsy Ross

7. The man who wrote most of the Declaration of Independence was

   James Madison   Thomas Jefferson   Samuel Adams   John Hancock

8. Who printed the first copy of the Declaration of Independence with the names of all the signers?

   Abigail Adams   Mary Goddard   Margaret Corbin

9. The man who said "Give me Liberty or give me death" was

   George III   Patrick Henry   John Adams   James Monroe

10. America's first feminist was

    Anne Bradstreet   Abigail Adams   Anne Hutchinson

11. The statesman who persuaded the Virginia colonists to fight for liberty was

    Samuel Adams   Paul Revere   George Washington   Patrick Henry

12. A writer, poet and political satirist of the American Revolution was

    Anne Bradstreet   Sybil Ludington   Mercy Otis Warren

13. The turning point of the War for Independence came at

    Valley Forge   Saratoga   Kings Mountain   Bunker Hill

14. Publisher and editor of a New York newspaper concerned with politics was

    Mary McLeod Bethune   Anna Zenger   Shirley Chisholm

15. The Northwest Territory was won by

    George Rogers Clark   Patrick Henry

    Benjamin Franklin   Ethan Allen

Key

1 - Wolfe; 2 - Mercy Otis Warren; 3 - Samuel Adams; 4 - Margaret Corbin; 5 - Paul Revere; 6 - Nancy Ward; 7 - Thomas Jefferson; 8 - Mary Goddard; 9 - Patrick Henry; 10 - Abigail Adams; 11 - Patrick Henry; 12 - Mercy Otis Warren; 13 - Saratoga; 14 - Anna Zenger; 15 - George Rogers Clark

ACTIVITY 3

Original Diaries

AUDIENCE: *Upper elementary students*

OBJECTIVE: *After doing research on life during the American Revolution, the student writes a diary from the point of view of a person who may be real or imaginary*

MATERIALS: *Copies of "You Are There"; library research materials*

TIMING: *2 or 3 hours*

HOW TO USE:

1. *Distribute copies of "You Are There" to students, or set up a "You Are There" learning center. Have students research one topic.*
2. *After the students have done research in the library, you could have them tape-record their reports or present them to the class orally.*

YOU ARE THERE

Research and write a diary or journal using one of the following points of view:

- You are a woman in Boston during the time of the Boston Tea Party. Write to your mother in Philadelphia explaining how the events have affected your life.

- You are living on a farm in Pennsylvania and your husband has just died. Write to a relative explaining your new duties and responsibilities because of your husband's death.

- You are Margaret Corbin, Revolutionary War hero who fought in the battle of Fort Washington on Manhattan Island. You are now 80 years old and reflecting on your life. What would you say?

- You are Margaret Brent, a colonial landowner. You are made executor of Governor Calvert's estate in Maryland before his death. You are exposed to many forms of discrimination because of this. Describe the kinds of discrimination against you and how you feel about it.

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ACTIVITY 4

What's in an Illustration?

AUDIENCE: *Upper elementary students*

OBJECTIVE: *The student examines the treatment of women during the American Revolution as presented by a textbook*

MATERIALS: *American history textbooks*

TIMING: *45 minutes*

HOW TO USE:

Look at illustrations in a social studies text and discuss the following questions:

1. *What kind of activities are the girls/women doing?*
2. *What kind of activities are the boys/men doing?*
3. *Who is doing most of the activities in the illustrations?*
4. *Choose 5 words to describe the male characters in the illustrations.*
5. *Choose 5 words to describe the female characters in the illustrations.*
6. *Could the men and women switch what they were doing? Could the girls/women do what the boys/men did and vice versa? Why or why not?*
7. *Are the girls in the illustrations acting like the girls and women in your family or those you know? How are they alike? How are they different?*
8. *Are the boys/men in the illustrations acting like the boys/men in your own family or those you know?*
9. *If you were drawing the illustrations, how would you change what the boys/men or girls/women are doing?*
10. *Are the illustrations accurate, considering what you know about the role of women and their contributions to the Revolution?*

ACTIVITY 5

Revolutionary People

AUDIENCE: *Upper elementary students*

OBJECTIVE: *The student makes a report about an important person of the Revolutionary War period*

MATERIALS: *Copies of "Important People of the Revolutionary War"; textbooks; library research materials*

TIMING: *2 or 3 hours during a week*

HOW TO USE:

1. *Distribute copies of "Important People of the Revolutionary War" to students.*
2. *Have each student select the name of one person.*
3. *Use library and other available resources (filmstrips, magazines, tapes) to gather information.*
4. *Following research, have students make an oral report to the group.*

IMPORTANT PEOPLE OF THE REVOLUTIONARY WAR

Choose one name and prepare an oral report on that person.

Abigail Adams
John Adams
Samuel Adams
Ethan Allen
Major John Andre
Benedict Arnold
Crispus Attucks
Captain John Barry
General Burgoyne
Charles Carroll
George Rogers Clark
General Clinton
Margaret Cochran Corbin
Lord Cornwallis
William Dawes
Marquis de Lafayette
Elizabeth Sandwich Drinker
Mary Dyer
Benjamin Franklin
Deborah Sampson Gannett
King George III
Mary Katherine Goddard
John Glover
Nathaniel Greene
Nathan Hale
John Hancock
Jemima Condict Harrison
Patrick Henry
General William Howe
John Jay
Thomas Jefferson
John Paul Jones
Colonel Henry Knox
Thaddeus Kosciusko
Richard Henry Lee
Sybil Ludington
Francis Marion
Molly Hays McCauley
Richard Montgomery
Margaret Hill Morris

Robert Morris
Judith Sargent Murray
James Otis
Thomas Paine
Elizabeth Pinckney
Dr. Samuel Prescott
Count Casimer Pulaski
Paul Revere
Betsy Ross
Peter Salem
Philip Schuyler
Haym Solomon
Baron Von Steuben
Martha I'ans Walker
Mercy Otis Warren
Nancy Ward
  (Nanye'hi in Cherokee)
George Washington
Anthony Wayne
Phillis Wheatley
Sarah Wister
Patience Lovell Wright

ACTIVITY 6

Mobiles

AUDIENCE: *Upper elementary students*

OBJECTIVE: *The student researches, designs and constructs a mobile about a famous Revolutionary War person and his/her accomplishments*

MATERIALS: *Materials for mobile construction: scissors, marking pens, paper, cardboard, string or thread, straws or sticks for crosspieces*

TIMING: *2 or 3 hours during a week*

HOW TO USE:

1. *Have students gather materials for mobile construction.*
2. *Assign them to do library research on a famous Revolutionary War person and his/her accomplishments.*
3. *Have students construct a mobile from information gathered.*
4. *Have students share mobile and information with class members.*
5. *Hang the mobiles in class or hall.*

ACTIVITY 7

Pioneer Day

AUDIENCE: *Upper elementary students*

OBJECTIVE: *The student reviews important incidents in the lives of famous people of the American Revolution*

MATERIALS: *Copies of "Pioneer Day"; library research materials*

TIMING: *15 minutes to 1 hour*

HOW TO USE:

1. *Divide the class into groups of 2-3 students each.*
2. *Distribute copies of "Pioneer Day" to students.*
3. *Have groups assign members to do research on the event or events that made the person famous.*
4. *Assign groups to present information in a skit or in oral reports to the entire class.*

OTHER USES: *Set up a "Pioneer Day" learning center based on the pioneer names.*

PIONEER DAY

Select one name. Do research on the person, then act out the incident(s) in the Revolutionary War that made the person famous.

1. Paul Revere
2. Sybil Ludington
3. Nathaniel Greene
4. Deborah Sampson
5. Samuel Adams
6. Abigail Adams
7. Thomas Jefferson
8. Patience Lovell Wright
9. Benjamin Franklin
10. Jane McCrea

ACTIVITY 8

Women's Roles

AUDIENCE: *Upper elementary students*

OBJECTIVE: *The student does research and writes a paragraph about the roles of women in colonial revolutionary America*

MATERIALS: *Copies of "The Roles of Women in Colonial-Revolutionary America"; library research materials*

TIMING: *1 or 2 hours*

HOW TO USE:

1. *Distribute copies of "The Roles of Women in Colonial-Revolutionary America."*
2. *Assign each student one of the questions.*
3. *Have students research the question and write the answer in a paragraph.*
4. *Have students share their answers.*

THE ROLES OF WOMEN IN COLONIAL-REVOLUTIONARY AMERICA

Questions:

1. What did colonial women do in addition to cooking, sweeping, spinning wool and caring for children?

2. Why were both men and women required to walk, ride and drive covered wagons and buggies?

3. What were some of the responsibilities women had besides sewing and weaving?

4. Why was it necessary for women of colonial times to do heavy chores?

5. Why were women important to the development of this country?

6. What was the role of the Daughters of Liberty in the Revolutionary War?

7. How did women help in the war effort?

Answers:

1. Women chopped wood, carried bundles, used ploughs and firearms, helped build cabins and handled animals.

2. During this period, the workload was shared equally among all people regardless of sex.

3. Women were in charge of plantations, homes, and estates. In these roles, they rode on horseback checking on crops, issuing orders, and signing papers.

4. Often, when men were out hunting, trapping or engaging in the war effort, it was a matter of survival for women to do the heavy chores around the house.

5. Women were important for the survival of their families and for the building of communities.

6. To organize and provide care for the wounded, women made shirts and clothing for the soldiers, collected and sent out hospital supplies.

7. They wove and spun materials for soldiers' clothing; they performed the heavy work of farming, made bullets, worked in arms manufacturing, and supplied the armies in the field.

ACTIVITY 9

Puzzled People

AUDIENCE: *Upper elementary students*

OBJECTIVE: *The student becomes more familiar with the names of the Revolutionary War period by solving a word puzzle*

MATERIALS: *Copies of "Where Are the Names?"*

TIMING: *15 minutes*

HOW TO USE:

1. *Distribute "Where Are the Names?"*
2. *Have students locate in the puzzle the names of the Revolutionary War people.*

OTHER USES:

- *After the activity has been completed, it can be used as a springboard for research papers to find out just what each person did to make him/her famous.*

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WHERE ARE THE NAMES?

A	S	I	R	R	O	M	T	R	E	B	O	R
B	A	B	I	G	A	I	L	A	D	A	M	S
T	N	E	R	B	T	E	R	A	G	R	A	M
B	C	D	E	M	F	S	G	H	I	J	K	L
E	L	I	Z	A	P	I	N	C	K	N	E	Y
N	M	N	O	R	H	T	O	P	M	Q	A	S
J	T	U	N	G	I	O	T	J	A	C	P	S
A	V	W	O	A	L	S	G	O	R	E	P	A
M	X	R	T	R	L	E	N	H	Y	T	I	C
I	S	E	G	E	I	M	I	N	G	H	U	A
N	M	H	N	T	S	A	H	J	O	A	Q	J
F	A	C	I	C	W	J	S	A	D	N	A	A
R	D	T	D	O	H	M	A	Y	D	A	L	W
A	A	I	U	R	E	A	W	A	A	L	L	E
N	L	P	L	B	A	R	E	B	R	L	A	A
K	E	Y	L	I	T	Y	G	C	D	E	N	D
L	U	L	I	N	L	D	R	E	F	N	E	G
I	M	L	B	H	E	Y	O	I	J	K	E	L
N	A	O	Y	M	Y	E	E	N	D	P	U	Q
R	S	M	S	S	T	R	G	U	V	W	Q	X

The hidden names below appear forward, backward, up, down or diagonally in the puzzle. Can you find them?

Benjamin Franklin
Queen Allaquippa
Elizabeth Pinckney
Margaret Corbin
Sacajawea
Mary Goddard
Molly Pitcher
Phillis Wheatley
Samuel Adams

John Jay
Margaret Brent
Abigail Adams
Mary Dyer
Sybil Ludington
Robert Morris
James Otis
Ethan Allen
George Washington

ACTIVITY 10

Scramble

AUDIENCE: *Upper elementary students*

OBJECTIVE: *The student identifies important people in history from just one clue*

MATERIALS: *Copies of "People in History"*

TIMING: *25 minutes*

HOW TO USE:

1. *Distribute copies of "People in History" to students.*
2. *Have students unscramble the names.*
3. *Have students do further research or give them additional hints on some topics if necessary.*

Key:

2. George Washington
3. Paul Cuffe
4. Deborah Sampson
5. Sybil Ludington
6. Anne Hutchinson
7. Margaret Corbin
8. Samuel Adams
9. Thomas Jefferson
10. Mercy Otis Warren
11. Eliza Pinckney
12. Abigail Adams

PEOPLE IN HISTORY

Can you unscramble the names of these famous people? To help you, read the hint before each of the scrambled names. Number 1 is already unscrambled. Can you do the rest?

1. Massachusetts Bay Colony

OGERR LIIWLAMS

ROGER WILLIAMS

2. Continental Army

EGROEG TINGASONWH

____

3. Taxes

LAUP FECUF

____

4. Soldier

RHBAODE NSMSAPO

____

5. Midnight Ride

LIYSB NTULDGION

____

6. Women's Role in the Church

EANN OSHHTCUINN

____

7. War Hero

RRTGEAAM BORCNI

____

8. Boston Tea Party

MASLUE SMDAA

____

9. Declaration of Independence

MOTHAS SONERFFEJ

____

10. Committees of Correspondence

CMREY ITOS RAWNER

____

11. Plantation Owner

LZEAI YKINPECN

____

12. Women's Legal Equality

ALIIGBA SMADA

____

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LANGUAGE ARTS

A child learns language within a specific context. The teacher helps determine that context as he or she decides what books and methods to use for skill building. Most traditional language arts materials teach skills within a biased context: mother is forever in the kitchen; father is always catching the 7:45 train; Jack is batting in the winning run; Sally is pouring tea for her dolls. The characters are confined by old stereotypes.

An aware teacher can counteract bias in language arts. How? In the following section you'll find many suggestions and bias-free activities with which to supplement your curriculum. Most of the activities illustrate that a child's gender need not be a limitation. The skill-building exercises center on questions like these: What do I like? What can I be? What jobs could I do? How are people alike and different? As children work out the answers to questions like these, they not only reinforce specific language arts skills, but also broaden their ideas about individual potential.

Teaching sex fair language concepts does not mean teaching another subject. Rather, it means being aware of the context from which children learn language arts skills; for as children are taking in a vocabulary for life, so are they absorbing the ideas that will shape a lifetime of thinking and acting.

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BECOMING SEX FAIR

Jane Andrews, 1833-1887, writer for young children, wrote a series of six books which were widely used in elementary schools for more than five decades.

Primary Language Arts (K-3)

Here are the how-tos for making the beginning language arts curriculum fair to both sexes. In this section you'll find notes to the teacher and activities for each of the eight building blocks of primary language arts: writing, handwriting, vocabulary building, spelling, listening and speaking, literature, work study skills, and creative dramatics.

Each activity is complete and easy to use; all necessary work sheets are included at the end of this section. When commercial materials are either unavailable or too costly, you can easily substitute pictures from advertisements, store catalogs, and magazines. You and your colleagues may even want to set up a joint picture file to draw upon for bulletin boards and for creating your own activities.

WRITING SKILLS

Notes to the Teacher

Creative writing often reveals the young writer's biases. How can you help young children recognize their prejudices without at the same time inhibiting their creativity?

There are ways. For example, instead of asking a child to change his or her story, make suggestions for future writing. Or before an assignment to write about people working, discuss the many options open to people of both sexes. Or try any of the next four activities, which show people acting outside sexist limitations. You can use these activities in many different ways, depending upon the ability of your students and the skills you want to reinforce.

ACTIVITY 1

Life Line

AUDIENCE: *Primary students*

OBJECTIVE: *Given non-sexist pictures of people of different ages, the student discusses the main idea of each picture while arranging the pictures in sequence by age*

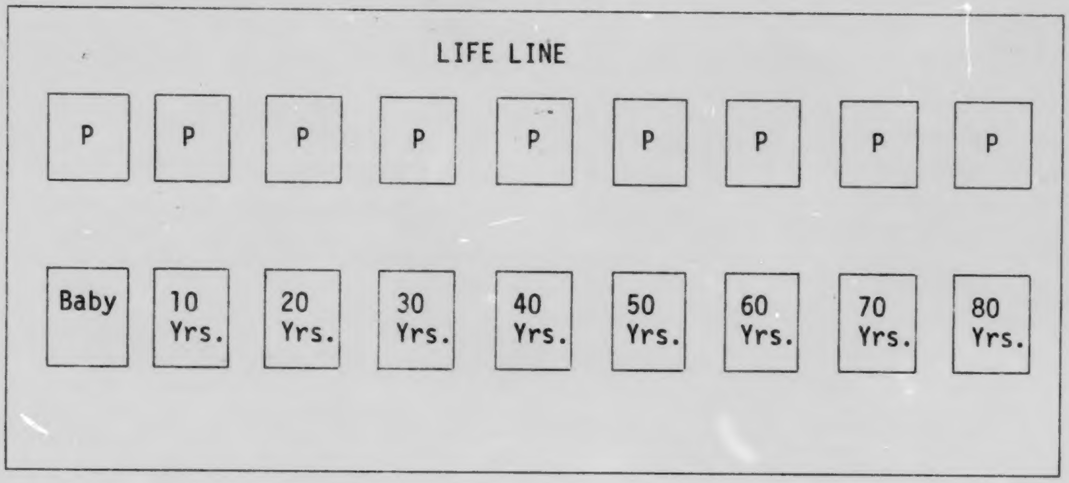
MATERIALS: *Home and Family: A Non-Sexist Approach.*[1] *If this set of pictures is not available, use magazine pictures (or have the students draw pictures) of people of different ages. Prepare nine 8"x8" cards on which you have printed "Baby, 10, 20, 30, 40, 50, 60, 70, 80."*

TIMING: *15 minutes*

HOW TO USE:

1. *Discuss the people who make up families (mother, father, brother, sister, baby). Expand the discussion to include other relatives (aunts, uncles, grandparents, and cousins). If you have the set of pictures Home and Family, use it to show the members of a family.*
2. *First ask the students to state their own ages. Then ask the ages of other members of the family while holding up the different age cards. For example, show the 30 card. "Would grandfather be this age or would mother?" Hold up the 60 card. "Who might be this age?"*
3. *After the discussion, post the set of age cards for the class to see. If you do not have the Home and Family picture set, match each picture to an age card (Figure 1).*

Figure 1



4. *Have each student write a sentence about the main idea of one picture. Either assign a picture from the wall or let each student choose one. Then ask the student to read the sentence to the class while the class guesses which picture it matches. The sentences may be tacked under the age card.*

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[1] *Please refer to Bibliography for Teachers, page 174.*

OTHER USES:

1. *Have one group write the captions while another group tries to match the captions to the pictures.*
2. *Instead of using the picture set* Home and Family, *have the students draw pictures of themselves at various ages. Ask them to bring in baby pictures of themselves. Discuss how they look today. Have them draw pictures of themselves now. How will they look in 30 years? What will they be doing? Draw pictures. How will they look in 60 years? What will they be doing? Draw pictures.*

   Back each student's pictures with a piece of construction paper. Label the pictures. Have students write why they picture themselves the way they do at ages 30 and 60. Attach their written work to their pictures.

COMMENTS:

- *As you discuss the ages and activities of people in families or the activities the student might do at age 30 or 60, watch for stereotyped roles. For example, if a student mentions that a father doesn't do dishes, ask why not. Could he do dishes? Bring out the idea that members of a family may share and help one another in all jobs.*

ACTIVITY 2

Men in Nurturing Roles

AUDIENCE: *Primary students*

OBJECTIVE: *Given a non-sexist picture, the student writes a sentence or story about it*

MATERIALS: *Photographs of* Men in Nurturing Roles.[1] *If these pictures are not available, use magazine pictures showing men in nurturing roles, such as a nurse, nursery school teacher, or a man loving a child. (See example on page 133.)*

TIMING: *40 minutes*

HOW TO USE:

1. *Place pictures on a chalk ledge or wall.*
2. *Discuss each picture with students. Ask what each man has in common throughout the series of pictures.*

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[1] *Please refer to Bibliography for Teachers, page 174.*

3. *Write a caption for each picture from what the student feels describes it best. Discuss with students what occupation some of these men might have. For example, with a picture showing a man loving a child, ask:*
   - *What do you think this man may do for a living?*
   - *Have you ever seen your father doing something like one of these men?*

OTHER USES:

1. *Have each child select the picture he or she likes best and write a short story describing it. Then have the author read it aloud while the class decides which picture is described.*
2. *Use the term "nurturing" and define it. Have children bring in pictures of their male relatives in nurturing roles.*

COMMENTS:

Men in Nurturing Roles is a good set of photographs that you can use in different ways; for example, group the pictures by roles in the home, outside the home, and in schools and hospitals. A display of these pictures helps children understand non-stereotyped activities of men at home and in the community.

ACTIVITY 3

People at Work

AUDIENCE: *Primary students*

OBJECTIVE: *Given a non-sexist picture of someone doing a job, the student writes a story about it*

MATERIALS: *People at Work: A Non-Sexist Approach.*[1] *If this picture set is not available, clip pictures from magazines showing people doing non-stereotyped jobs. (Pages 134-135 may be used to supplement magazine pictures.) Or have children draw pictures of people in various jobs in the community.*

TIMING: *20 minutes*

HOW TO USE:

1. *If the children are drawing pictures, first discuss different occupations. Who is the person who does that job?*
2. *Have the class draw pictures, then choose several to use for the story.*

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[1] *Please refer to Bibliography for Teachers, page 174.*

3. *Choose a non-sexist picture of someone doing a job. Ask:*
    - *What is happening in this picture?*
    - *What do we call a person who does this kind of job?*
    - *Do you think this is a difficult job to perform?*
    - *Pretend you are this person. How would you feel about your job? Do you like it? Why?*
4. *Have students write about what is happening in the picture.*

OTHER USES:

- *In social studies, these pictures can be used for discussion of community helpers, occupations or career awareness.*

COMMENTS:

- *If your class draws pictures for this lesson, save them to use in social studies discussion or to share them with another teacher.*

ACTIVITY 4

Writing Descriptions

AUDIENCE: *Primary students*

OBJECTIVE: *Given a non-sexist or sexist picture, the student describes it in a few sentences*

MATERIALS: *Written Language Cards.*[1] *If these are not available, use pictures of people interacting, comic strips, or cartoons.*

TIMING: *30 minutes*

HOW TO USE:

1. *Show the language card or picture to the child; then ask her or him to write a description of the picture. After the child finishes, she or he can share the work with the teacher or a friend.*
2. *Take as stereotyped pictures the language card of the mother washing dishes and the one of boys with a motorcycle. Ask the children:*
    - *Is mother the only person who can do dishes?*
    - *Do girls enjoy riding on motorcycles?*
    - *Do boys play only with boys?*
3. *After the children describe the pictures, have other children role play the characters, first reading the sentences, then creating the rest of the conversation orally.*

---

[1] *Please refer to Bibliography for Teachers, page 175.*

OTHER USES:

- *To review punctuation, write out the conversations, asking children to supply proper punctuation.*

COMMENTS:

- *These cards could be used by one child at a time in a learning center.*

ACTIVITY 5

Improving Handwriting through Poetry

AUDIENCE: *Primary students*

OBJECTIVE: *The student reads, discusses and copies non-sexist poetry*

MATERIALS: *Poems copied on a chalkboard or chart (see following page); pencils, paper*

TIMING: *30 minutes*

HOW TO USE:

1. *Read the poems with the children.*
2. *Discuss content of the poems.*
    - *For example, in the poem "Adrian," ask, "Who held the fish? Is Adrian a boy or girl?"*
    - *For the poem "Tina Tadpole," ask, "Did you ever make cookies?" (Look for boys' responses.) "What was the tadpole's name? Have you ever held a tadpole?"*
3. *Have students copy one or more of the poems.*

OTHER USES:

- *These poems can also be used for cursive writing with older students, or they can be used in listening or choral speaking activities with younger students.*

COMMENTS:

- *The content of what you put on the board for handwriting practice can leave a lasting impression on students.*

131

ADRIAN *by J. Marriner*

I ran to the playground and searched up and down,
But Adrian simply couldn't be found.

I ran back to my house and called on the phone,
But Adrian simply wasn't at home.

I ran to my tree house and what did I see,
But Adrian holding two fish on a knee.

TINA TADPOLE *by J. Marriner*

Sam made cookies
Crunchy cookies
Yummy cookies
Just for me.

And I promised
I would give him
Some nice present
Just from me.

So I gave Sam
My pet tadpole
And Sam named
It after me.

JAN *by J. Marriner*

I met Jan
and learned she can --

run the bases
hit homeruns
strike out sadly
and have fun.

Jan is just like
Everyone!

ACTION *by Ilo Orleans*[1]

Horses gallop
Monkeys leap,
Eagles swoop
And possums - sleep!

Panthers pounce,
Rabbits hop,
Bull frogs dive,
And donkeys - stop!

---

[1] *Ilo Orleans, The Zoo That Grew, 1961. Reprinted by permission of the David McKay Company.*

VOCABULARY BUILDING

Notes to the Teacher

Through early school years, children eagerly add new words to their stock.

Some of these new words imply sexist limitations on what people can do. For example, words such as "postman," "chairman," "cleaning woman," or "policeman" seem to imply that only people of one sex can do those jobs. When children study such words, point out similar words whose meanings include both men and women: mail carrier, chairperson, houseworker, police officer. Or try any of the following sex fair strategies for vocabulary study.

ACTIVITY 6

Flying Favorites

AUDIENCE: *Primary students*

OBJECTIVE: *Given a work sheet, students identify ten activities they enjoy doing regardless of gender*

MATERIALS: *Copies of "Flying Favorites" work sheet, page 136; crayons, pencils*

TIMING: *20 minutes*

HOW TO USE:

1. *Draw from the class and list on the board activities the children enjoy during free moments. Keep the words simple (read, run, jump, baseball, tag, monopoly, jacks), since the children will be copying some of these onto the work sheet.*
2. *After you've listed 15 or more activities, have each child write his or her ten favorite activities into the balloons on the work sheet so that it becomes a self-portrait of things he or she likes to do.*
3. *Ask children to compare lists, noting similarities and differences. Discuss:*
   - *o Could both boys and girls do each of these activities? Why or why not? Is there something you'd like to do but didn't put down because you thought only boys or girls do that?*

OTHER USES:

- *Tabulate the activities of all class members on the board; then discuss as above.*

COMMENTS:

- *Children have fun with this activity.*

ACTIVITY 7

People Are . . .

AUDIENCE: *Primary students*

OBJECTIVE: *Given a list of adjectives often used to describe boys or girls, the student defines each word*

MATERIALS: *Copies of "People Are" work sheet, page 137; crayons, pencils. "Adjective Work Sheets," pages 138-139, may be substituted for the list on the board.*

TIMING: *30 minutes*

HOW TO USE:

1. *List the words below on the chalkboard or pass out one of the adjective work sheets.*

   helpful
   artistic
   happy
   kind
   polite
   honest
   calm
   active
   bad
   perfect
   energetic
   sad
   alive
   smart
   strong
   tricky
   gentle
   cheerful
   good
   quiet
   jolly
   good-looking
   athletic
   noisy
   brave
   likeable
   scared
   proud
   rude

2. *Discuss what an adjective is and how it can describe a person's mood. Ask the following questions to start the children thinking: How do you feel when you wake up on your birthday? How would you touch a newborn kitten? How would you feel if you got lost in a shopping center? How do you feel during recess? How do you feel after you have done something well? Bring out the fact that the feelings and the adjectives used to describe these feelings can apply to almost anyone. All people feel good when they are hungry and sit down to eat a meal or are apprehensive when they are placed in an awkward situation.*
3. *Pass out the work sheet, page 138. Have the children draw their own faces above "Me" on page 137. Then ask them to list the words from work sheets to describe themselves.*
4. *Whisper the name of a different classmate to each child. Have the child draw that person's face at the bottom of the work sheet, page 137, and list describing words for that person. During a follow-up discussion, point out that some adjectives were used to describe more than one person. Ask the children to raise their hands if they used the adjectives "happy," "sad," "afraid," "athletic," and "quiet." Discuss: Are there some adjectives that describe most people at one time or another? Discuss: Can most of these words describe either men or women, boys or girls?*

OTHER USES:

- *Ask each child to compare his or her self-description with the one done by a classmate.*

COMMENTS:

- *Children enjoy describing themselves and others.*

ACTIVITY 8

Picturing Yourself

AUDIENCE: *Primary students*

OBJECTIVE: *Given a silhouette, each child makes a collage using magazine pictures to describe himself or herself*

MATERIALS: *Magazines, paste, scissors, paper; an overhead projector, filmstrip projector, or movie projector*

TIMING: *Several hours during a week*

HOW TO USE:

1. *Ask children to cut self-descriptive words and pictures from magazine Explain that they may include pictures of things that they would like to do but never had the opportunity to try. Example: a girl might cl pictures of basketballs if she is interested in the sport or a boy mi clip a picture of baking.*
2. *While they are doing this, use the projector to make a silhouette of child. Do this by taping a paper onto a wall and placing the child between the paper and the light of the projector. Outline the image in pencil, then cut out. Have each child fill in his or her silhouet with the magazine pictures and words, forming a "personal portrait" collage.*
3. *Discuss: What things does your mother do that you'd like to do when you grow up? Your father? A sister or brother? Do you think most people have chances to try doing or being many different things during their lives?*

OTHER USES:

- *Make a bulletin board of collages and have chilaren guess who each collage represents.*

COMMENTS:

- *Children enjoy seeing their "personal portraits."*

ACTIVITY 9

What's in a Name?

AUDIENCE: *Primary students*

OBJECTIVE: *Using adjectives, students describe themselves*

MATERIALS: *Paper, pencil; work sheets, pages 138 and 139*

TIMING: *30 minutes*

HOW TO USE:

1. *Copy words from these work sheets onto the chalkboard so that there are several adjectives for each letter of the alphabet. Provide dictionaries for those students who are able to use them.*
2. *Discuss with the children that many different adjectives can describe one person. To illustrate, ask them what words they'd use to describe themselves when attending gym, reading a book, writing a story, trick or treating, carrying groceries, playing with a pet, getting dressed for school, taking home a report card, telling a secret, and helping someone. Stress that different adjectives can describe a person depending on his or her mood at a particular time. Point out that even in this class many children share the same adjectives.*
3. *Ask children to choose for each letter in their names an adjective that begins with the same letter. Each adjective should be self-descriptive. For example:*

   Jolly
   Athletic
   Noisy
   Energetic

   Remind them that they can choose words describing different moods at different times. For example:

   Happy Angry Likeable

4. *Discuss: Are there any adjectives that describe only boys? only girls? Do you know any brave women? men who have been scared? boys who are artistic? girls who are strong? Can most people be these things at one time or another? Why or why not?*

OTHER USES:

- *Tape each child's adjective name to his or her desk or post the names on a bulletin board. Or have each child create a sign by drawing and cutting out a self-portrait with his or her adjective name.*
- *If the children want to continue the activity, have them write adjective names for friends or relatives.*

COMMENTS:

- *This activity is especially good with more capable students.*

ACTIVITY 10

Word Play

AUDIENCE: *Primary students*

OBJECTIVE: *Given a sex-biased word such as "policeman," the student suggests an unbiased word such as "officer"*

MATERIALS: *Oaktag strips, yarn, magic marker, thumb tacks; "Sex-Biased Words and Their Alternatives"*

TIMING: *Several hours during a week*

HOW TO USE:

1. *During the study of vocabulary or compound words, children learn many words that end in man, such as "policeman," "fireman." Many of these words are occupational terms. List some of these words on the board. (Some examples are provided below.)*
2. *Ask the children, "What do all the words have in common? Does this mean that just men hold these jobs?"*
3. *Discuss "mail carriers." Use the compound words and add them in list form on the chalkboard.*
4. *Explore alternatives for the listed words. During the course of the week the children can add to the list of the words.*
5. *As a group, decide what words could be best substituted for the biased terms and write the alternative words on the board.*
6. *For a culminating activity, write all the words on word cards and place them on a bulletin board or wall where children can work with them. Attach a piece of yarn to each sex-biased word card. Then have the children tack the other end of the yarn to the matching alternative word (Figure 1).*

biased words	alternatives
policeman	chairperson
chairman	firefighter
fireman	officer

Figure 1

COMMENT: *This activity helps children hear themselves and others using sex-biased terms.*

SEX-BIASED WORDS AND THEIR ALTERNATIVES

fireman	firefighter
postman	letter carrier
mailman	mail carrier
salesman	sales person, sales clerk
chairman	chairperson
coed	student
businessman	business executive
congressman	member of Congress
cameraman	camera operator
manmade	artificial, synthetic
foreman	supervisor
sportsman	athlete
weatherman	meteorologist

Do not share all the alternative words with the children. Encourage them to think of as many terms as possible.

ACTIVITY 11

Uncanny Characters

AUDIENCE: *Primary students*

OBJECTIVE: *Given adjectives, a photograph and a container, the student creates an "Uncanny Character" and discusses stereotypes*

MATERIALS: *Containers (empty cans, bottles, cigar boxes, etc.); magazines, newspapers, "Adjective Work Sheets," pages 138-139, scissors, Modge Podge (or watered-down glue); small photograph of each child (or have the child draw a small picture of his/her own face)*

TIMING: *Several hours during a week*

HOW TO USE:

1. *Before you present this activity, ask the children what adjective they feel best describes themselves. If they use stereotyped words, talk about how boys are sometimes quiet or loving while girls are sometimes noisy, athletic, or rough.*
2. *Have each child cut words out of magazines to describe herself or himself and glue the words and the self-portrait to the outside of the container. When the container is completely covered, apply Modge Podge or watered-down glue.*
3. *Have the children display their finished work; then read a few of their adjectives to the class. Ask the group to decide if the person speaking has stereotyped himself or herself into one type of role.*

OTHER USES

- *The uncanny characters can be used as pencil holders or trinket holders*

COMMENTS:

- *Children enjoy making these as presents.*

SPELLING

Notes to the Teacher

Sexism in spelling? What about some of the sentences used to present spelling words in context? Consider these: Naughty. "The boys were naughty." Silly. "Ann and Kate were acting silly." When you find sexism in such sentences, have children discuss how the sentences might be changed. After all, children of both sexes can be naughty or silly at times. Spelling materials should not imply that certain characteristics belong to just one sex. Also, notice how many spelling exercises overuse the masculine pronoun, thereby implying that only boys are capable of the deeds or misdeeds described. Again, help the children see ways that many of these sentences can be changed to present a less biased view. Suppose, for example, that "He likes to play basketball" is one sentence in a long passage which overuses "he" to refer to children of both sexes. Here are some remedies. Try a feminine pronoun or proper name -- "She (or "Jane") likes to play basketball." Or substitute the plural -- "Jane and Tom (or "they" or "the children" like to play baseketball."

Children in the early primary years are very literal. When they hear "he," it means "boys only" to them. They do not understand that "he" can mean both "he and she."

Notes to the Teacher

All day long, you're speaking and listening to children. Do you always hear what you're saying? For example, do you use the masculine pronoun exclusively to refer to both sexes? If so, try substituting the feminine pronoun sometimes; at other times, use proper nouns or the plural.

What about stereotyped statements you hear children make? Help them rephrase: if a child says, "Old men are mean," help that child see that "Some old people are mean" is a fairer way to express the idea. Or try reflective speaking: if a child states, "I saw a policeman today," ask, "Did you see an officer this morning?" These are a few strategies you can use.

The next four activities describe other ways you can include sex fair concepts in listening and speaking skills.

ACTIVITY 12

When I Grow Up

AUDIENCE: *Primary students*

OBJECTIVE: *Given flannel-board objects, the student discusses qualifications needed for different occupations*

MATERIALS: *When I Grow Up, I Want to Be*[1] *(flannel-board clothing and figures). If this is not available, use flannel-board figures or magazine clippings of people in various occupations so that the occupational dress can be interchanged on men and women.*

TIMING: *20 minutes*

HOW TO USE:

1. *Show the clothing for an occupation. Have the children describe qualifications for that job by using adjectives or sentences.*
2. *Write these descriptions on the board.*
3. *Put the clothes on the male flannel-board figure. Can he do the job? Put the clothes on the female figure. Can she do the job?*
4. *Point out that, depending on qualifications, jobs can be done by many people.*

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[1] *Please refer to Bibliography for Teachers, page 175.*

OTHER USES:

- *After this lesson, place the flannel-board figures in a "story station," where children can sit to write stories or plays about them.*

COMMENTS:

- *Students enjoy mixing and matching the flannel-board figures and clothes.*

ACTIVITY 13

My Favorite Things

AUDIENCE: *Primary students*

OBJECTIVE: *After hearing the story Ira Sleeps Over,[1] the student uses accurate and imaginative language to describe favorite objects*

MATERIALS: *Ira Sleeps Over, by Bernard Waber*

TIMING: *45 minutes*

HOW TO USE:

1. *Ask the children: Do you sleep with a favorite toy, blanket or other object? Do you take it with you when you stay at a friend's home overnight?*
2. *Read the story Ira Sleeps Over to the class, then repeat the above questions. Ask different children to describe what favorite objects they sleep with.*
3. *Hold a show-and-tell session for children to bring favorite sleeping objects to school in paper bags. Without the class looking, arrange five objects on a table and ask the owners to sit randomly behind the table.*
4. *Appoint a recorder to write down all remarks as classmates describe each object.*
5. *Play a game similar to "To Tell the Truth," having classmates vote on who owns which object. Continue the game until each child who brought in an object has had a turn.*
6. *To continue the fun, form committees of children to create imaginative stories about two or more of the sleeping companions. Follow up by having each child draw a picture of his or her*

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[1] *Please refer to Bibliography for Students, page 176.*

favorite sleeping object. Post each drawing alongside the list of words the class used to describe it. Finally, write a group-experience story about the whole project.

7. *Talk about how nearly everyone -- boys and girls -- has certain objects that he or she loves very much. Explore why this is so.*

OTHER USES:

- *Try skits or puppet shows in which children use the sleeping companions as props.*

COMMENTS:

- *This activity is very popular with the children. It not only calls for many language skills, but also helps them feel comfortable about sleeping with a treasured object. Most children feel that it would be fun to spend the night at another child's home, especially if they could bring along their sleeping companions. Indirectly, it helps make the point that no one -- boys or girls -- needs to feel embarrassed about loving something.*

ACTIVITY 14

Maybe I'll Be

AUDIENCE: *Primary students*

OBJECTIVE: *Given a group of non-sexist career pictures, the student uses creative thinking and descriptive skills, both orally and in writing, to discuss careers*

MATERIALS: *Maybe I'll Be.*[1] *If this picture workbook is not available, collect your own non-stereotyped career pictures (men as telephone operators, women as doctors, etc.); paper, crayons, markers.*

TIMING: *30 minutes*

HOW TO USE:

1. *Using Maybe I'll Be, discuss different career opportunities, including some not shown in the book. Illustrate that these jobs are open to anyone. Ask a boy if he could care for young children when he grows up. Could he become a nursery school teacher? Could he give information and talk to people on the phone as a telephone operator does? Could he be a nurse? Ask a girl if she could show a group of people how to do a specific job. Could she be a school principal or the boss of a company? Would she enjoy riding fast horses as a jockey does?*

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[1] *Please refer to Bibliography for Teachers, page 174.*

2. *Let the children decide which career interests them; then help them write a job description which includes the reasons for choosing that career and the training and other qualifications necessary.*

3. *Post the career pictures with unsigned job descriptions beneath. Try putting girls' descriptions under stereotyped male roles and boys' choices under stereotyped female roles, and let the children guess who wrote them. Discuss the reasons for their choices. For example, Bobby wrote about the pilot because he likes planes, and girls can't be pilots anyway; in a case like this, discuss Amelia Earhart or someone similar, then show that a girl wrote the pilot's description. If all the children's choices are for stereotyped jobs, ask if either a man or woman could do each job. Point out that when children grow up and choose a career, there will be many more choices than there are now.*

OTHER USES:

- *Tape-record the job descriptions. Replay the tape and have the children guess which career is described.*
- *Try taking a very sexist attitude about the pictures. Say "Men can't do that" or "Women can't become a ________." Encourage the children to change your attitude.*
- *As a follow-up activity, have children make their own Maybe I'll Be book, by drawing pictures of possible careers, with captions for each. Display these on a bulletin board, then assemble them into a book to use with other classes.*

COMMENTS:

- *Career choices spark lively discussions.*

ACTIVITY 15

Lollipop People

AUDIENCE: *Primary students*

OBJECTIVE: *After hearing the story People Are Like Lollipops,[1] the child describes many different people and their similarities and differences*

MATERIALS: *People Are Like Lollipops, by Ann Lanis. Art supplies, paper plates, various shapes of cardboard, scraps of fabrics, yarn, buttons, crayons, scissors, paste.*

TIMING: *45 minutes*

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[1] *Please refer to Bibliography for Students, page 176.*

143

HOW TO USE:

1. *After reading and discussing the book, have the children create their own images in lollipop form.*
2. *Post the finished lollipop images, and with the help of the children write a caption for the display.*
3. *Have the class guess who created each lollipop.*
4. *See if children can detect similarities and differences among the lollipops.*
5. *Talk about how people are the same. What feelings do most children share at one time or another? Do you think boys feel different from girls about some things? What? Why? Are girls better at some things than boys? Does it really depend more upon what the person is like or upon whether the person is a boy or a girl?*

OTHER USES:

- *Make a chart about how people are different and how they are similar.*
- *Help children make other imaginative analogies. (People are like flowers, or birds, etc.)*

COMMENTS:

- *Children enjoy books that treat people as individuals rather than stereotypes.*

LITERATURE

Notes to the Teacher

As you teach literature, you'll notice that good works sometimes happen to be sexist. You'll probably continue to use most of these books; a good literary work continues to be read in different ages because of the skill with which it was written and the importance of what it has to say. However, you can help children see that their lives and society have changed since these books were written.

This section includes two activities. A bibliography of good, non-sexist books can be found on pages 175-176.

ACTIVITY 16

Story Sequence

AUDIENCE: *Primary students*

OBJECTIVE: *Given a non-sexist story, the student illustrates the story in proper sequence*

MATERIALS: *A non-sexist book. Suggestions: Elephant Girl by Ivor Cutler, Arthur's Christmas Cookies by Lillian Hoban, or A Wolf of My Own by Jan Wahl. (For other books, see Bibliography for Students, pages 175-176.) Crayons; paper.*

TIMING: *30 minutes*

HOW TO USE:

1. *After the students read or hear a non-sexist book, have them draw pictures of the story in sequential order.*

OTHER USES:

- *Children can illustrate a favorite scene from the story, instead of drawing the sequence.*

COMMENTS:

- *Children enjoy listening to or reading a good story.*

ACTIVITY 17

Shall I Marry?

AUDIENCE: *Primary students*

OBJECTIVE: *Given a poem about marriage, the student expresses thoughts on marriage*

MATERIALS: *The Golden Treasury of Poetry,*[1] *by Louis Untermeyer, page 13, "If No One Marries Me"; page 22, selected poems about marriage. Large sheets of paper; felt-tip pens.*

TIMING: *25 minutes*

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[1] *Please refer to Bibliography for Students, page 176.*

HOW TO USE:

1. *Copy the poems on the chalkboard or large sheets of paper.*
2. *Read the poems together, then discuss what a person can do if*
3. *During this discussion, mention that even when people marry, each person is still an individual with some of his or her own likes and interests. Also mention that both people may continue in a career outside the home; this may lead to a discussion of working mothers and fathers.*

OTHER USES:

- *Have children create experience stories about what their parents do together for the family, as well as what each one does with spare time or as a career. The children can illustrate the stories with family photographs, drawings, or pictures clipped from magazines.*

COMMENTS:

- *This activity works better with older primary children. You may have to adapt it to the abilities of your class.*

WORK STUDY AND SKILLS

Notes to the Teacher

The primary child is laying the foundation for work and study skills needed for a lifetime.

As the child learns how to alphabetize or how to use the dictionary or library, she or he can also learn some lessons in sex fairness, as Activities 18 and 19 illustrate.

Keep an eye on the directions of other skill-teaching activities. If prepared materials overuse "he," discuss with children the possibilities of all people being able to acquire the skill. As you write directions of your own, use the imperative "you" to speak directly to the individual learner without sexist connotation.

ACTIVITY 18

A Job for Me

AUDIENCE: *Primary students*

OBJECTIVE: *Given several occupational titles, the student selects one, researches it, and writes why it is a good choice for her or him*

MATERIALS: *People at Work: A Non-Sexist Approach (pictures).[1] Library books on various occupations arranged for easy access by young researchers.*

TIMING: *30 minutes*

HOW TO USE:

1. *Set up a learning center, posting the people-at-work pictures or pictures the class has drawn of people in different occupations.*

2. *Have each child select one occupation and go to the school library to research that occupation. (Or you can place the research books on a class shelf.)*

3. *Next ask the child to write why the chosen occupation would be good for her or him.*

4. *When their writing is finished, the children can tack their work around the picture of the occupation they choose. The occupations listed can be changed during the life of the center.*

5. *After several children have worked in the center, have them sit together to discuss why they made their choices and what they learned about the occupation by doing research.*

6. *If the choices follow sex stereotypes, ask the children if either a man or a woman could do the job. Point out that when they choose a career, there will be many more choices than there are now.*

OTHER USES:

- *This activity works well in a career awareness unit.*

COMMENTS: *Children enjoy the research and small group discussions of career choices. With the pictures they posted, the children can read and compare classmates' reasons for choosing the same careers.*

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[1] *Please refer to Bibliography for Teachers, page 174.*

ACTIVITY 19

I Can Alphabetize

AUDIENCE: *Primary students*

OBJECTIVE: *Given a list of words, the student can alphabetize them*

MATERIALS: *"I Can..." work sheet, page 140, and pencil*

TIMING: *15 minutes*

HOW TO USE:

1. *Review alphabetical order with the class.*
2. *Present the work sheet.*
3. *Go over the directions and the words with the children.*

OTHER USES:

- *Collect the papers, cut off the child's name, and pass the papers out randomly. Could the child do the things listed on the paper he or she received? Discuss how children are similar.*

COMMENTS:

- *This is an enjoyable way to teach alphabetical order.*

CREATIVE DRAMATICS

Notes to the Teacher

At the primary level, role playing is one of the most widely used forms of creative dramatics. When children have free time, they will act out roles they see in everyday situations. Encourage all children to use blocks, a house or store corner, the chalkboard, games, and puppets in role playing. If children say a child cannot join in because that child is a boy or girl, ask why. Point out how many different skills every boy and girl needs to learn before growing up.

Try to give the children opportunities to act out many different characters. When assigning parts, be careful not to always give the quiet passive role to a girl or the loud active part to a boy.

ACTIVITY 20

Guess What I'm Doing

AUDIENCE: *Primary students*

OBJECTIVE: *Given an occupation, the student pantomimes it*

MATERIALS: *None*

TIMING: *20 minutes*

HOW TO USE:

1. *Select a child to pantomime an occupation for the class to guess.*
2. *Whisper the occupation to the child. As you select occupations, avoid sex stereotypes as much as possible. For example, choose a girl to act out a doctor, a boy to wash dishes. Have a boy take care of a baby, followed by a girl pantomiming the same task.*
3. *Discuss: What are some things everyone should know so that that person can care for himself/herself as a grownup? (Change a tire, wash clothes, cook different meals, fix a burned-out light, polish shoes, use a screwdriver, mow a lawn, clean a bathroom, etc.)*

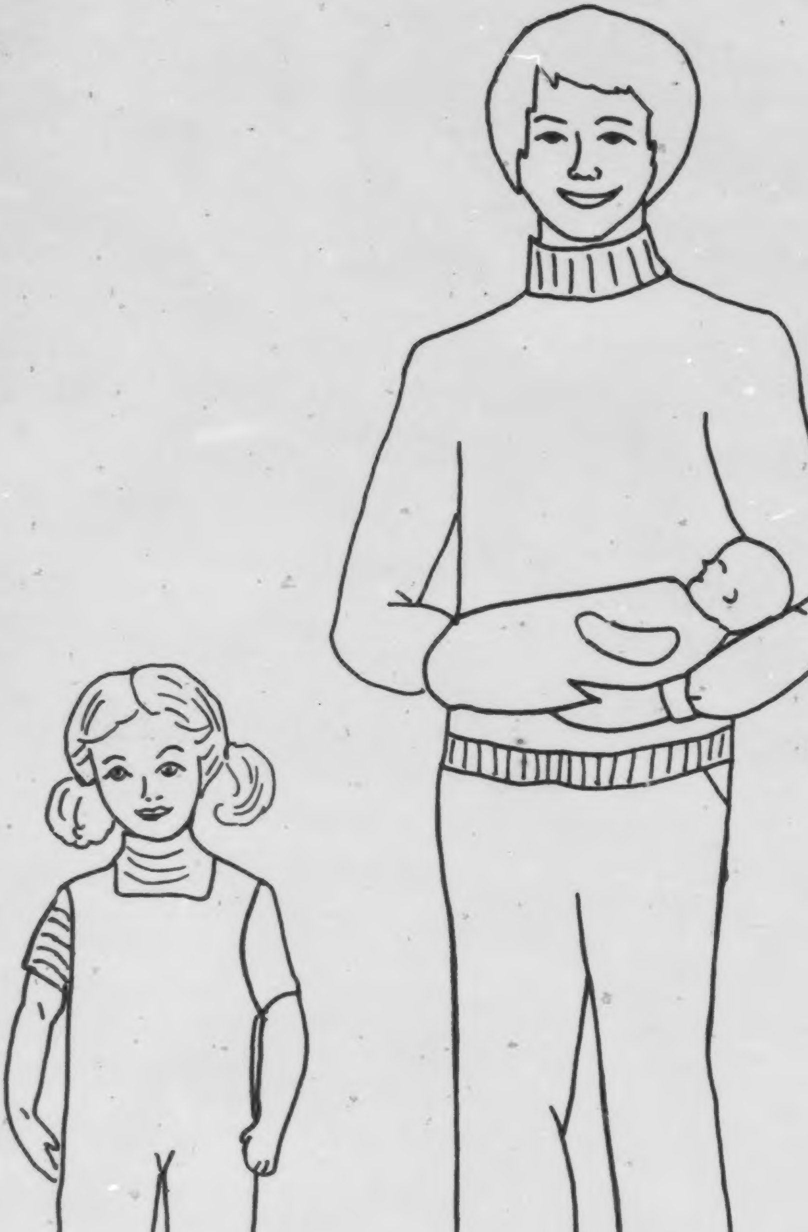
OTHER USES:

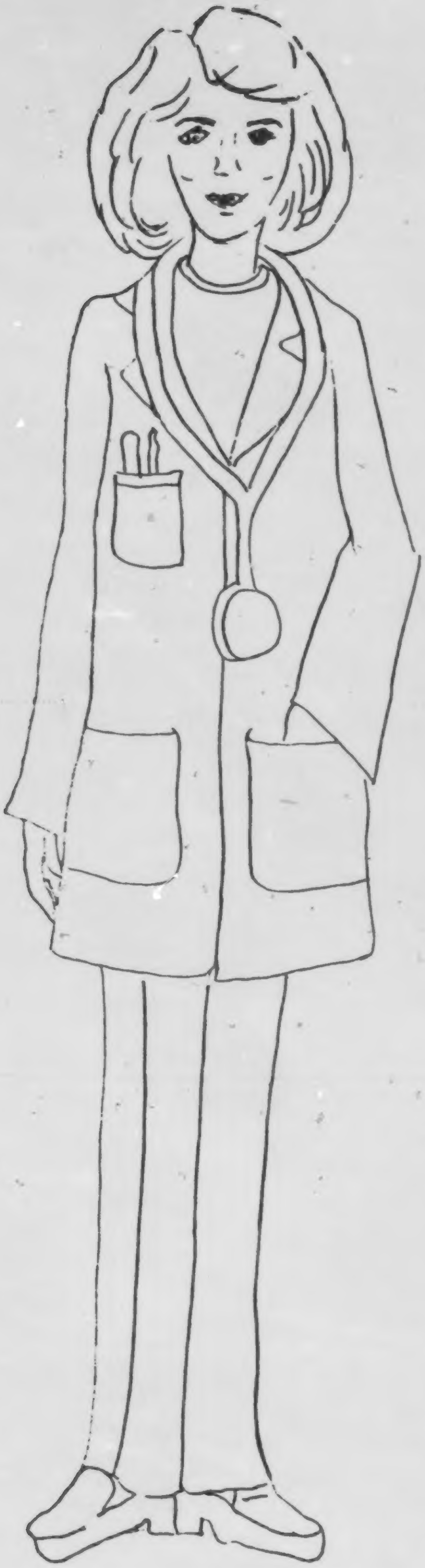
- *After everyone has had a chance to pantomime an occupation, the children can draw a picture of what they would like to be when they are grown up.*

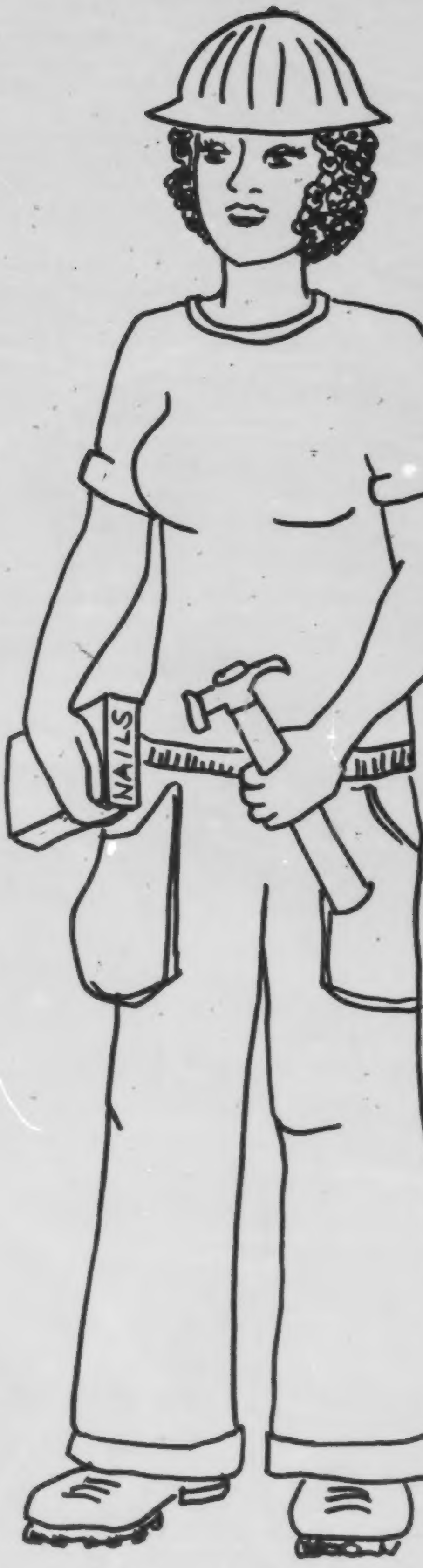
COMMENTS:

- *Children enjoy role playing.*

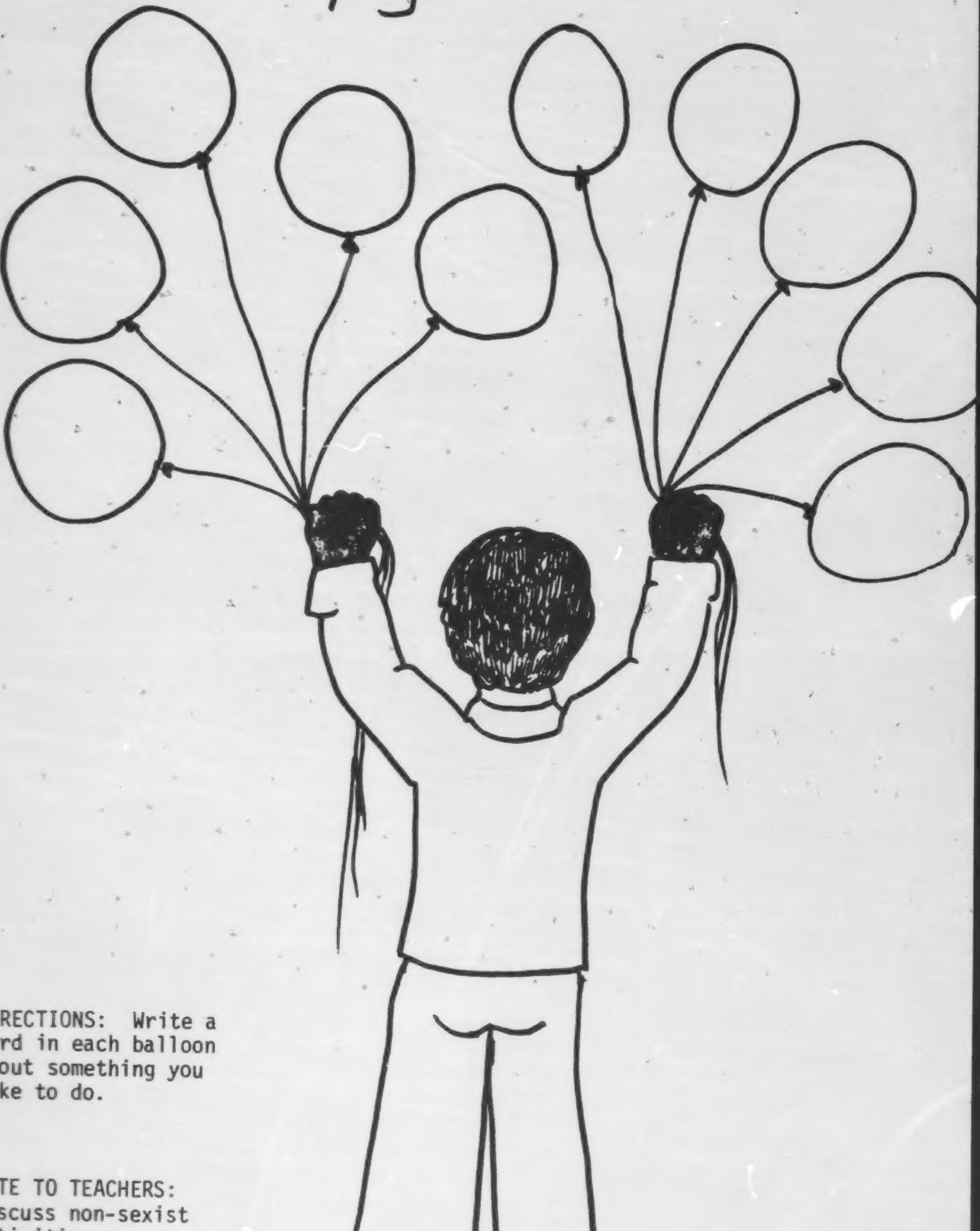
14)






NAILS

"Flying Favorites"



DIRECTIONS: Write a word in each balloon about something you like to do.

NOTE TO TEACHERS: Discuss non-sexist activities.

PEOPLE ARE . . .

____

____

____

____

____

____

____

____

"ME"

____

____

____

____

____

____

____

____

"A FRIEND"

ADJECTIVE WORK SHEET

HANDY
PLEASANT
KNOWING
RUDE
TALL
WARM
HUNGRY
SILLY
WELL
JOYFUL
PEST
UNHAPPY
JOKER
LOVELY
LARGE
MUSICAL
NOISY
INTELLIGENT
CHARMING
SLOPPY

SHORT
YOUNG
NASTY
LUCKY
HEAVY
JERKY
LOVING
IMPORTANT
NERVOUS
KIND
WEAK
DREAMY
YOUNG
MIGHTY
POLITE
REMARKABLE
QUIET
PLAYFUL
CAREFUL
MESSY

INVENTIVE
SCARY
RESTLESS
HELPLESS
WISE
ORIGINAL
INTERESTING
LOUD
ROMANTIC
LAZY
NEAT
SMALL
UNFRIENDLY
LONELY
MYSTERIOUS
TOUGH
SKILLED
SLUGGISH
ATHLETIC
WITTY

ODD
HEALTHY
VICTORIOUS
SHY
HOPEFUL
UNCERTAIN
SERIOUS
IMPOSSIBLE
VERBAL
MERRY
PROUD
OBEDIENT
RESPECTFUL
SAD
BIG
POPULAR
SELFISH
FRIENDLY
AFRAID
FABULOUS

ADJECTIVE WORK SHEET

ACTIVE
HELPFUL
SAD
JEALOUS
CALM
JUMPY
RELIABLE
GOOD
QUICK
QUIET
SCARED
CLEVER
RELIGIOUS
ACTIVE
DELICIOUS
FAIR
CROSS
FORGETFUL
STRONG
TINY

BAD
PERFECT
ANGRY
KEEN
POLITE
OUTLANDISH
CARELESS
GENTLE
VAGUE
JOLLY
LIKEABLE
PROUD
UGLY
COOL
FAMOUS
CONFUSED
DANGEROUS
FUNNY
GLOOMY
WONDERFUL

ATTRACTIVE
BEAUTIFUL
CHEERFUL
NEAT
DULL
ENERGETIC
SMART
TRICKY
GOOD-LOOKING
OLD
BRAVE
YOUNG
RUDE
DARING
CURIOUS
DIRTY
EQUAL
GAY
MEAN
GREAT

BRIGHT
HAPPY
KIND
VIOLENT
HONEST
ALIVE
WILD
STRONG
NICE
UNIQUE
NOISY
ROUGH
COLORFUL
CRUEL
DIZZY
EXCITED
FAST
HOPELESS
GRAND
LONESOME

I CAN . . .

In the list below circle 10 things you can do.

RUN
JUMP
HOP
WALK
SKIP
PLAY
WORK
THINK
HOPE
WISH
CRY
LAUGH
SWING
PUSH
KICK
LOVE
SING
DRAW

Put your 10 circled words in alphabetical order.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

Middle Elementary Language Arts (3-5)

"Creative Writing with Sex Fairness as the Theme" is a model unit of ten activities that you can adapt for middle elementary students in language arts. The emphasis in each activity is basic: improving writing skills. However, the underlying lesson of each activity is that the individual grows and thrives best where sex fairness prevails.

In addition to a specific objective for each activity, there are four objectives for the unit as a whole. They are:

1. The student recognizes the stereotyped roles that society expects boys and girls to fulfill.
2. Through language arts, the student expresses feelings about sex-role stereotypes.
3. The student draws conclusions about the changing societal roles of men and women in order to develop self-worth and to set individual goals.
4. The student draws upon the previously learned skills of brainstorming, research, grammar use, paragraph construction, poetry, writing, and selective listening, while developing a greater awareness of sex-role stereotypes.

It's as difficult for young writers as it is for most other authors to write about a subject unless they've experienced it. Use the following activities to give your young writers some experience with sex fairness.

Notes to the Teacher

These activities are flexible -- you can adapt them to emphasize different writing skills; detailed -- work sheets are included for easy use; and inexpensive -- if you don't have the materials on hand, you can substitute your own.

Each lesson can be used separately. However, if you want to use all lessons, here are some ideas about sequence.

Activity 21, "A Day with the Twins," is an excellent activity with which to begin and end the unit. In the story, a boy and girl do many things, some good and some bad. However, the story does not say which twin does what. As your students try to match a twin with each deed, you'll find them stereotyping activities by sex at the beginning of the unit.

If you discuss Activity 21 again at the end of the unit, you will probably find that your students are very aware of bias. (Activity 30, in which the children create lists of girls' and boys' activities, can be used along with "A Day with the Twins," preferably at the end of the unit.)

After you introduce the idea of sex fairness, move to Activities 22 and 23, which center on note taking and writing about a filmstrip, "The Colonies." This can lead to Activity 24, in which children practice previously learned research skills. As for the remaining activities, use them where you think they will best meet the needs of your students. Most of the unit can be covered in two weeks, using one 40-minute period a day.

ACTIVITY 21

A Day with the Twins

AUDIENCE: *Middle elementary students*

OBJECTIVE: *The student develops a personal awareness of sex-role stereotyping*

MATERIALS: *Story, "A Day with the Twins," pages 143-144; copies of "Questions about Diana and Jeff," page 145; chart paper or board*

TIMING: *40 minutes*

HOW TO USE:

1. *Read "A Day with the Twins" to the class.*

2. *Pass out copies of the questions about the twins and have students answer the questions. Stress that there are no right or wrong answers.*

3. *After the children have selected either Diana or Jeff for each question, tally their responses for each question on a chart. (See sample "Twin Chart" on page 146.) Notice if any stereotyping occurred and discuss the reasons for the children's choices.*

4. *Discuss: Do you think one twin always behaved better than the other one? Which one? Is it more likely that they each did some good things and some bad things? Look at your first five answers again. The story doesn't really tell you who did what. Do you think you could just as easily have answered with the name of the other twin? Do boys usually behave better than girls? Can girls sometimes run faster than boys? Do some boys keep their rooms neater than some girls? Do most of these questions just depend on what a person is like, regardless of whether the person is a boy or a girl?*

OTHER USES:

- *This activity could be used as a pre- and post-test in trying to eliminate sexism. Do the activity in September, with no discussion, and save their responses. Do the activity again in June with the discussion; hand back the September responses and evaluate if, how, and why the feelings have or have not changed.*

COMMENT:

A group of children who are already pretty well aware of the fallacies of sex stereotyping will especially enjoy this activity and will quickly begin to catch on to the concept.

A DAY WITH THE TWINS [1]

Diana and Jeff are twins eight years of age. This is a story about events in their lives on a normal school day.

Diana and Jeff are called for school by their father at seven in the morning. One twin gets up right away, makes the bed, and goes down to the kitchen. The other twin does not and has to be called again and again. One twin makes breakfast of toast and cereal, and the other waits for breakfast to be made. The twins eat their breakfast, and one twin cleans the table and places the dishes in the sink.

As the school bus comes, one twin misses the bus and has to walk to school. One twin buys lunch tickets and gives the other twin a ticket for that day's lunch. One twin is wandering around the homeroom and has to be reminded to be seated so attendance can be taken.

The first class of the day is math class with Ms. Bell. One twin has no mistakes on a math test, and one twin makes twenty errors. The second class is Mr. Black's reading/spelling class. One twin has completed the homework and the other has not. The next class is gym with Ms. Turner. One twin remembers to bring gym shoes, and the other twin forgets, saying that they have been left at the bus stop. Next the twins have a large group activity on discovery and exploration, with Ms. Webb. One twin is asked to run the projector for the movie.

As the class is waiting to go to lunch, one twin notices that the air filter in the aquarium has floated to the top and fixes it. On the way to the cafeteria, one twin runs down the hall while the other walks with the teacher.

Following lunch, the children go out to recess. One twin plays baseball while the other twin talks with friends.

Following recess, one twin tells Mr. Plank that they will come in during the afternoon recess for some help with their handwriting. One twin is late coming in from recess and causes the writing lesson to start late.

The next class is science. One twin helps Mrs. Howard hand out the science folders. While in class one twin works on a chemical experiment. As this experiment is being completed, the one twin working with the chemicals disregards the safety rules and causes an unfortunate accident. The other twin is asked to find the principal in order to seek some advice on solving the problem.

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[1] *Adapted from Works in a Box: Goodies for Teachers, 2136 20th Avenue, Portland, Oregon.*

Both twins are happy when school is over because the family is to attend the award banquet this night for the local Little League. Once they arrive at home, both twins are assigned a job to do. This is necessary because if the whole family pitches in to help, they can arrive at the banquet on time. One twin irons the baseball uniforms, while the other twin helps wash the car. With all the chores completed, one twin dresses and is ready for the dinner before the rest of the family.

At the banquet, one twin talks with friends, while the other twin sits with the family.

Following the dinners, everyone in the room grows excited at the idea of the awards that are soon to be presented. No one knows who is to receive the big trophy for being the Most Valuable Player. Tension mounts as the moment nears. Finally, it is announced: one of the twins, the star pitcher for the team, is selected.

QUESTIONS ABOUT DIANA AND JEFF

Directions: Answer each question by circling the name of one twin.

1. Who wakes up right away? Diana Jeff
2. Who makes the bed? Diana Jeff
3. Who makes breakfast? Diana Jeff
4. Who misses the bus? Diana Jeff
5. Who buys the lunch tickets? Diana Jeff
6. Who wanders around the homeroom? Diana Jeff
7. Who makes no mistakes on the math test? Diana Jeff
8. Who completes the homework? Diana Jeff
9. Who forgets gym shoes? Diana Jeff
10. Who runs the projector? Diana Jeff
11. Who fixes the aquarium? Diana Jeff
12. Who runs down the hall? Diana Jeff
13. Who plays baseball? Diana Jeff
14. Who needs help in handwriting? Diana Jeff
15. Who is late for class? Diana Jeff
16. Who has the accident in science? Diana Jeff
17. Who irons the baseball uniforms? Diana Jeff
18. Who talks with friends at the banquet? Diana Jeff
19. Who sits with the family at the banquet? Diana Jeff
20. Who wins the Most Valuable Player award? Diana Jeff

TWIN CHART

This sample chart shows the responses of 100 third and fourth grade boys and girls to the questions following the twin story. For example, 40% of the boys thought Jeff was the early riser; 60% thought Diana the early riser.

	Boys		Girls	
ACTIVITY	Jeff	Diana	Jeff	Diana
Early Riser	40%	60%	21%	79%
Makes Bed	32%	68%	26%	74%
Makes Breakfast	22%	78%	12%	88%
Misses Bus	62%	38%	79%	21%
Buys Lunch Ticket	49%	51%	21%	79%
Wanders	62%	38%	83%	17%
100% on Test	43%	57%	21%	79%
Completes Homework	32%	68%	31%	69%
Forgets Sneakers	65%	35%	74%	26%
Projectionist	62%	38%	26%	74%
Fixes Aquarium	32%	68%	48%	52%
Runs Down Hall	24%	76%	24%	76%
Plays Baseball	95%	5%	91%	9%
Poor Handwriting	38%	62%	71%	29%
Late for Class	76%	24%	74%	26%
Science Accident	54%	46%	81%	19%
Irons Uniform	24%	76%	29%	71%
Talks with Friends	65%	35%	64%	36%
Sits with Family	27%	73%	29%	71%
Wins MVP	81%	19%	31%	69%

ACTIVITY 22

Women in American History

AUDIENCE: *Middle elementary students*

OBJECTIVE: *After viewing a filmstrip, the student accurately describes facts and ideas about the role of women in the development of our country*

MATERIALS: *Filmstrip, "The Colonies," part of the series Women in American History[1] (see page 148 for a summary of film contents). Filmstrip projector.*

TIMING: *40 minutes*

HOW TO USE:

1. *Introduce the filmstrip, "The Colonies," by asking these questions:*
    - *What part did women play in the development of our country?*
    - *Did they have the same rights as women today?*
    - *Did they have the same rights as men had then?*
    - *If you were living in colonial times, what role would you like to have? That of a man or a woman?*
    - *As you view the filmstrip, keep in mind your answers to the preceding questions.*
2. *Show the filmstrip.*
3. *Brainstorm for facts and ideas.*
    - *Have students give all the information they can from the filmstrip. As they state the facts and their ideas, list them on the board.*
    - *Make sure the list is recorded by someone so that it can be used for Activity 23.*
    - *Ditto the list to use for Activity 23.*
4. *Repeat and discuss the above questions. Did children change their minds on any points as a result of reviewing the filmstrip?*

OTHER USES:

- *This can also serve as a lesson on note taking.*

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[1] *Please refer to Bibliography for Teachers, page 175.*

OVERVIEW OF FILMSTRIP

"The Colonies"

Frames 2-10	Roles and tasks of the colonists and how each was dependent on the other -- men, women, and children
11-16	Women didn't have rights; they were to be obedient and do what they were told
17-24	Anne Hutchinson fought to win the right for women to participate in all church affairs
25-29	Salem, Massachusetts: hysterical group of Puritan girls started a frenzy and were called witches
30-32	Quakers recognized women
33-42	Mary Brent fought for the political rights of women
43-45	The Daughters of Liberty fought for rights
46-56	Abigail Adams -- advocate for equal rights for women

If this filmstrip is not available to you, look for a book or another film to use in its place. A library or educational institution in your area might prove to be a good source for new, unbiased materials.

ACTIVITY 23

Writing about Women in American History

AUDIENCE: *Middle elementary students who have seen "The Colonies" filmstrip*[1]

OBJECTIVE: *The student organizes a list of facts and writes a paragraph about the role of women in American history*

MATERIALS: *Dittoed list of ideas written after children saw the filmstrip in Activity 22*

TIMING: *40 minutes*

---

[1] *Refer to Activity 22.*

HOW TO USE:

1. Hand out the ditto from the last session and review it. Ask: What ideas can we take out? What do we want to keep?
2. Have students write sentences using the facts, then place the sentences in chronological order.
3. After children write introductory and concluding sentences, have them revise their paragraphs, then rewrite them in their best handwriting.

OTHER USES:

- This filmstrip contains material on many different women and their accomplishments. You might want children to concentrate on one of these as a paragraph topic.

ACTIVITY 24

Women of Note

AUDIENCE: Middle elementary students

OBJECTIVE: The student lists the names of famous women and writes a descriptive phrase about each

MATERIALS: Work sheet, "Noted Women," page 157; an envelope containing the names of three famous women. Use three of these or choose others:

Maria Mitchell - Astronomer
Phillis Wheatley - Black Poet
Betty Zane - Revolutionary War Hero
Nellie Taylor Ross - Governor
Margaret Chase Smith - Senator
"Babe" Didrikson Zaharias - Athlete

TIMING: 40 minutes

HOW TO USE:

1. Take the children to the media center, assign them to teams of two people each, and give each team a copy of the work sheet.
2. Explain that each team will have 20 minutes to list and describe with a phrase as many noted women as possible. Tell them that prizes will go to the team with the longest list, as well as to any team which includes in its list the names of two of the three women named in the envelope.
3. Have each team read its list aloud in order to share any names the others may not know.

OTHER USES:

- Ask the children to write a paragraph about one of the names on their lists.

ACTIVITY 25

Describing People

AUDIENCE: *Middle elementary students*

OBJECTIVE: *Given simple sentences, the student expands them by using different parts of speech to describe people*

MATERIALS: *Copies of "Sentence Expansion," page 151*

TIMING: *40 minutes*

HOW TO USE:

1. *In four columns on the chalkboard, list "girls," "women," "boys" and "men." Use 5 or 10 minutes to brainstorm with the children to list descriptive words for each title. Include some words outside sexist stereotypes.*
2. *Next present the sample sentences below. Help children expand each sentence, using some words from the four columns.*

Samples:

a. She is a girl.

b. Tom is a boy.

c. Mrs. Jones is a lady.

d. Uncle John is a man.

Examples of Expansion:

a. She is a sweet, nice, lovely girl who likes to play dolls, cook, color and read.

b. Tom is a tall, strong, daring boy who likes to fish, play football, fly kites and wrestle.

c. Mrs. Jones is a pretty, nice, quiet lady who cooks, sews, cleans and gardens.

d. Uncle John is a tall, strong, handsome man who enjoys fishing, boating, football and baseball.

3. *Discuss how each sentence can be improved. Challenge the children to create an expanded sentence so that no one can tell who the person is.*

Example:

Ask: Which of the words added could be true for either person?

________ is a happy, bright, interesting person who likes to cook, jog, garden and fix cars.

Now erase your headings so that the columns apply to people regardless of sex.

4. *Hand out copies of the "Sentence Expansion" work sheet and ask the students to create their own expanded sentences. Ask students to read some of their sentences to the class.*

OTHER USES:

- *Have the students leave the name lines blank when they complete the work sheet. Exchange work sheets and have students fill in the name of the person(s) they think each sentence describes.*

SENTENCE EXPANSION

Keeping in mind all we have talked about, fill in the blanks for each sentence.

1. ____________________ is a ____________________, ____________________ person who enjoys ____________________, ____________________ and ____________________.

2. ____________________ are ____________________, ____________________ people who like ____________________, ____________________ and ____________________.

3. ____________________ is a ____________________, ____________________ and ____________________.

4. ____________________ are ____________________, ____________________ people who enjoy ____________________, ____________________ and ____________________.

5. ____________________ is a ____________________, ____________________ person who loves to ____________________, ____________________ and ____________________.

ACTIVITY 26

Father Bakes Bread

AUDIENCE: *Middle elementary students*

OBJECTIVE: *Given a non-sexist picture of people at work or at home, the student describes it in a paragraph*

MATERIALS: *People at Work: A Non-Sexist Approach and Home and Family: A Non-Sexist Approach.*[1] *If these are not available, clip from magazines and advertisements pictures of men and women in non-stereotyped family and career roles. Or have each child draw a person doing something usually associated with the opposite sex: father hanging clothes, sister fixing the toaster, etc.*

TIMING: *40 to 60 minutes*

HOW TO USE:

1. *Discuss with the class the traditional roles for men and women. On the board, make two lists (one for men, one for women) of all the roles the children can think of for each sex. (You'll return to this list later.)*
2. *After the children understand roles, ask: Do you think some men might enjoy baking bread? Might some girls like being firefighters? Are there any real reasons why they can't do these things if they really want to?*
3. *Divide the class into small groups and appoint a recorder for each. Give each group a different picture of someone acting outside a sex stereotype. Have the students discuss the picture. Ask them to think about who this person is, what he or she is doing, and how common such a role is among their acquaintances.*
4. *Have the group recorders show their pictures to the class and summarize group discussion about it.*
5. *Return to the two lists on the board, noting that much can be added now. Have the class add to the list important roles that were left out the first time around.*
6. *Finally, have each child select one picture and write a descriptive paragraph about the person shown.*

OTHER USES:

- *Post the pictures on a bulletin board titled "People at Home and at Work."*

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[1] *Please refer to Bibliography for Teachers, page 174.*

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ACTIVITY 27

A Good Parent

AUDIENCE: *Middle elementary students*

OBJECTIVE: *After orally exploring the topic "A Good Parent," the student writes a paragraph on this theme*

MATERIALS: *None*

TIMING: *40 to 60 minutes*

HOW TO USE:

1. *On a chalkboard, make two similar lists, one for mother, one for father:*
   Things only a _____________ can do for a child,
   at home,
   at school,
   outside school and home.
2. *Discuss and fill in each list. Then have children look at each item and consider if the other parent could do that. Discuss: Do you know of families where the other parent does some of these things? Who does what when there's only one parent? Is it important for each parent to be able to do all the things on the lists?*
3. *Based on the lists of words on the chalkboard, ask the students to develop a paragraph on the theme "A Good Parent."*
4. *Read some of the completed paragraphs.*
5. *On the board, compile children's ideas into a third list, "What a parent can do for a child at home, at school, and outside school and home."*

OTHER USES:

- *Ask your students, "Did anyone ever stop you from doing something . . ." as an alternative writing topic or as a follow-up discussion topic.*

ACTIVITY 28

Welcome, Baby

AUDIENCE: *Middle elementary students*

OBJECTIVE: *The student describes a baby without using sexist stereotypes*

MATERIALS: *Paper, crayons, felt-tip pens, magazines for clipping, scissors, paste*

TIMING: *40 to 60 minutes*

HOW TO USE:

1. *Have students design a greeting card welcoming a new baby. They should think whether it is for a baby boy or a baby girl, but they should not put "boy" or "girl" on it.*
2. *Collect the cards. Show each card to the class and see if the children can place the cards into boy or girl categories. Discuss any stereotypes that were used. Are these stereotypes accurate? Could one card be for baby boys and girls?*
3. *Design a "Welcoming the New Baby" card together.*
4. *Mail the non-sexist greeting card to a greeting card company.*

ACTIVITY 29

Math Stories

AUDIENCE: *Middle elementary students*

OBJECTIVE: *The student recognizes sexism in a math book and rewrites one problem to make it sex fair*

MATERIALS: *Copies of an elementary math book*

TIMING: *40 minutes*

HOW TO USE:

1. *Pass out math books, asking children to find a page with word problems.*
2. *Analyze a number of problems together:*
   - *What do the boys do?*
   - *What do the girls do?*
   - *Who seems to be smarter, who solves more problems?*
   - *Who does the most interesting activities?*
   - *Could the opposite sex do the same things as well?*

3. *List conclusions on the board.*
4. *Have each student choose and copy one problem as it is in the book. Then ask each student to rewrite it to eliminate any stereotyping.*
5. *Ask children to read aloud each original and revised problem.*

COMMENTS:

- *This work combines math, reading and writing skills.*

ACTIVITY 30

Anything You Can Do

AUDIENCE: *Middle elementary students*

OBJECTIVE: *After creating a list of children's activities, the student writes a paragraph about one activity on the list*

MATERIALS: *Work sheet, page 158, "Can You List Ten Activities?"*
Work sheet, page 159, "Paragraph Development"

TIMING: *40 to 60 minutes*

HOW TO USE:

1. *Hand out copies of "Can You List Ten Activities?" and allow 10 to 15 minutes for children to complete the work sheet.*
2. *Collect the work sheets, then read various lists aloud, asking children to guess whether each list describes girls' or boys' activities. After the children have guessed correctly, ask, "Could persons of the opposite sex do most of the same things? Could you? Which ones would you enjoy trying? Do most of these activities depend on a person's interests and abilities rather than on whether that person is a boy or a girl?"*
3. *Have each child select one activity from his or her list about the opposite sex and pass out copies of the "Paragraph Development" work sheet. To help children get started, have them list (brainstorm) as many words, ideas and phrases as they can about their chosen activity.*
4. *Based on the words and the theme "I can do it, too," ask students to write five sentences about the activity.*
5. *On a separate sheet of paper ask the students to write the sentences in paragraph form with good beginning and ending sentences.*

OTHER USES:

- *Have each child draw a picture illustrating the paragraph. Post pictures and paragraphs on a bulletin board entitled "See What We Can Do!"*

- *If practical, allow children to try some of the activities described.*

COMMENTS:

- *This activity introduces children to sex stereotyping and its limitations. It also works well at the end of a unit on sex fairness. By then, children will probably point out that there's not much reason to make up separate lists: one for all children has more validity.*

NOTED WOMEN

Name	*Achievement*
Helen Keller	Overcame handicap

Can you
list 10
activities
all girls
can do?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Can you
list 10
activities
all boys
can do?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

PARAGRAPH DEVELOPMENT

A. Brainstorm your words and thoughts about the activity. Write them here.

B. Write 5 sentences about your activity. Use some of your words in the list above to give you ideas for your sentences.

Upper Elementary Language Arts (4-6)

In the following section, you'll find a series of inexpensive, easy-to-do ideas for supplementing biased materials you may be using now to teach language arts skills to upper elementary students. Until you can replace biased texts, use some of the intervention strategies described in "Notes to the Teacher." The ideas here range from developing picture and story files of people acting outside the usual stereotypes to assigning children to rewrite a sexist passage.

Activities 31-33, which follow "Notes to the Teacher," encourage you to use bulletin board displays as another means to alert children to sexism without changing the curriculum drastically.

Each activity sheet gives specific ideas for creating and using one bulletin board idea. The same activity format can be adapted to other bulletin board ideas -- your own, as well as the additional suggestions found on pages 169-173.

One caution, though: a bulletin board alone can't carry the full weight of this topic. Although it does provide information, it is most effective when used as a part of the instructional program. Therefore, you should plan to devote 10 to 20 minutes to questions and discussions stemming from each new display.

Notes to the Teacher

Collect Sex Fair Materials

- *Develop a classroom collection of sex fair books and articles from which you can make supplementary assignments or which children can borrow to read on their own. Include biographies of women, as well as books such as William's Doll by Charlotte Zolotow that show children acting outside stereotypes. Add a good supply of books in which girls are the lead characters. Here are just a few*[1] *--*

  Julie of the Wolves by Jean C. George
  Alice in Wonderland by Lewis Carroll
  Harriet the Spy by Louise Fitzhugh
  Caddie Woodlawn by Carol R. Brink
  Heidi by Johanna Spyri
  The Little House on the Prairie by Laura Wilder
  The Borrowers by Mary Norton
  Island of the Blue Dolphins by Scott O'Dell

---

1. Please refer to Bibliography for Students, pages 175-176.

- On a related theme, collect stories, articles, and pictures of one-parent families and families without children.

- Assemble and continue to add to a file of pictures and articles about people acting outside the usual stereotypes: a female veterinarian, a father cradling his child, girls entering the military academies, a father playing ball with his daughter and son. Draw upon this file when you make up non-sexist assignments and bulletin boards.

- Notice examples of sexism in workbook directions and examples. When you make up your own work sheets or tests, be certain that your questions are without bias and that they show children of each sex involved in typical pursuits.

biased	unbiased
"a good student...he"	"good students...they"
"the boys played ball while the girls watched"	"some children played ball while others watched"
"the girls washed the cups"	"they washed the cups"
"Sam helped his father"	"Sandra helped her father"

- You might want to devote a special corner of your classroom to promoting sex fairness. Here you might arrange the books you've collected on this theme and set up a bulletin board which changes once every week or two.

Make Sex Fair Assignments

- Come up with creative writing assignments that require students to consider activities outside the usual stereotypes. For example, make up two lists of topics, one for boys, one for girls, on the subject "I'd Like to Learn How to ________"

for girls	for boys
build a bird house	babysit a two-year-old
play baseball	bake bread
fix broken toys	sew on a button
play the drums	write a poem
paddle a canoe	play the piano
fight a fire	cook a meal

- Or have children create their own stories or plays -- individually or in groups -- about boys and girls involved in non-stereotyped adventures or activities. (Johnny keeps house while his mother is ill; Susan organizes her friends into a business -- mowing lawns, raking leaves, shoveling snow.)

- Assign children to rewrite a sexist passage or story to make it sex fair. One easy way to do this is to take a story such as My Side of the Mountain by Jean George,[1] and make a girl the main character.

Conduct Sex Fair Discussions

- From time to time, prepare short talks about famous authors -- women as well as men -- who have faced serious obstacles to their success. How did they overcome these problems? What special obstacles did women face?

- Invite to the class parents or others from the community outside the usual stereotypes: a male nurse, librarian or nursery school teacher; a female truck driver, supermarket manager or dentist. Ask him or her to discuss opportunities and obstacles for a person of the same sex in that profession. Ask: Will people in ten years face the same problems?

- Level with students about sexism. When you see bias (of any kind) in books, call attention to it. Help your students exercise critical thinking skills by learning to identify stereotypes when they see them. If you allow prejudice to pass without comment, students may well accept it as the proper way of viewing people.

ACTIVITY 31

What's in a Name?

AUDIENCE: *Upper elementary students*

OBJECTIVE: *The student identifies sex fair words to describe various occupations*

MATERIALS: *People at Work: A Non-Sexist Approach*[2]*; or cut pictures from magazines in occupations which end with "man" or "woman" (fireman, policewoman)*

TIMING: *10 to 20 minutes*

HOW TO USE:

1. *Post the display; see example, page 166.*

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[1] *Please refer to Bibliography for Students, pages 175-176.*

[2] *Please refer to Bibliography for Teachers, page 174.*

2. *Discuss with students use of the suffix -man to describe a profession for both men and women. Is it an accurate description? Does it imply that only persons of one sex can work in that occupation? What are words we can use that mean the same thing, but are fair to both sexes?*

3. *Encourage students to think of similar terms and add them to the display during the week.*

OTHER USES:

- *Extend the activity with similar words not related to professions:*

biased words	sex fair words
manmade	artificial, of human origin
manpower	work force, human power
manhood	adulthood
mankind	humanity

COMMENT:

- *Students enjoy the challenge of finding sex fair words to replace biased ones.*

ACTIVITY 32

People Working

AUDIENCE: *Upper elementary students*

OBJECTIVE: *The student identifies pictures of men and women doing many different jobs and activities which were once sex stereotyped*

MATERIALS: *Magazine pictures or drawings of men and women doing jobs according to old stereotypes: mother washing clothes, father working on the car, etc.; magazine pictures or drawings of children acting outside of the stereotypes: boy pushing baby in stroller, girl mowing lawn or delivering papers, etc. Construction paper, magic markers.*

TIMING: *15 to 20 minutes*

HOW TO USE:

1. *Back pictures with construction paper, post on bulletin board and label by job. See example, page 167.*

2. *Discuss: Mother and father are doing jobs we usually associate with them. Could a man do mother's jobs just as well? a woman do father's jobs? Do you know of families where this occurs? What happens in single-parent families? Should people of both sexes be able to do whatever job needs to be done? What jobs do you do at home? How should family jobs be divided between brothers and sisters? Who should do what? Can you think of a good way to decide?*
3. *Encourage students to find pictures in magazines and newspapers that show men and women in non-stereotyped roles. As the students bring in these pictures, post them on the bulletin board in place of the original pictures.*

COMMENT:

- *This is a good way to help children see that, regardless of sex, a person needs to be prepared to do many different jobs, both inside and outside the home.*

ACTIVITY 33

What's in a Word?

AUDIENCE: *Upper elementary students*

OBJECTIVE: *Given examples of sexist language, the student identifies non-sexist words and phrases that are more appropriate*

MATERIALS: *Construction paper, magic markers*

TIMING: *10 to 20 minutes*

HOW TO USE:

1. *Write sexist langugage on construction paper and post it on the bulletin board. See example on page 168.*
2. *Discuss: Have you heard or used any of these phrases? Why are they unfair to people of one sex or the other? Can you think of more acceptable words or phrases to replace these?*
3. *Have children place a non-sexist word or phrase under the sexist word/phrase.*
4. *Ask students to record how many times they hear or use a particular sexist phrase in a week.*

COMMENT:

- *Sexist patterns in speech can become established at a very early age. Activities such as these can alert children to bias in language.*

WHAT'S IN A NAME?

NEW NAMES	PICTURES	OLD NAMES
police officer	☐	policeman
	☐	policewoman
firefighter	☐	firewoman
	☐	fireman
chairperson	☐	chairman
	☐	chairwoman
sales clerk	☐	saleswoman
	☐	salesman
letter carrier	☐	mailman
	☐	mailwoman

JOBS PEOPLE DO

Mother's Jobs	Father's Jobs	Our Jobs
☐ ______	☐ ______	☐ ______
______ ☐	______ ☐	______ ☐
☐ ______	☐ ______	☐ ______
______ ☐	______ ☐	______ ☐

COUNTERACTING SEXIST LANGUAGE

BIG BOYS
DON'T CRY

NICE GIRLS
DON'T FIGHT

BOYS DON'T
PLAY WITH DOLLS

YOU'RE ACTING JUST
LIKE A GIRL

GIRLS DON'T
PLAY FOOTBALL

BASEBALL IS
FOR BOYS

BASKETBALL IS A
BOYS' GAME

JOAN IS AN
AUTHORESS

A WOMAN CAN'T
BE PRESIDENT

YOU'RE A SISSY

THE MAILMAN
WAS A WOMAN

WOMAN DRIVER

MORE BULLETIN BOARD IDEAS

On the next pages are illustrations of more sex fair bulletin board ideas.

In addition, you'll find below a baker's dozen additional suggestions you can use in creating your own bulletin boards. As your file of sex fair pictures and articles increases, you'll be able to change your bulletin boards frequently to keep the message lively, interesting and informative.

STILL MORE BULLETIN BOARD IDEAS

Possible titles

Sexism is . . .

Women's Achievements

A Woman Can

Birthdays of Great Women

Women in Sports

Women in City Government

People Who Help Us in the Community

Non-Stereotyped Roles Are . . .

Men

Men's Roles, *Photos of Men in the Nurturing Role*[1]
Set of 8 photos and poster

A Man Can . . .

People at Work, *People at Work*,[2] *set of 24 photos of men and women in non-stereotyped jobs*

What Would You Like to Do?

Have You Thought about Your Future Job?

Jobs People Do

---

1. *Please refer to Bibliography for Teachers, page 174.*
2. *See page 174.*

WHAT'S YOUR I.W.* SCORE?

1. Harriet Tubman
2. Sacajawea
3. Queen Allaquippa
4. Gertrude Ederle
5. Mary Cassatt
6. Shirley Chisholm
7. Susan B. Anthony
8. Clara Barton
9. Marian Anderson
10. Elizabeth Blackwell

a. was the foremost leader in the campaign to win the vote for women.

b. was the first black woman elected to the U. S. Congress.

c. was turned down by 29 medical schools before being accepted as a student.

d. was the first woman to swim the English Channel.

e. was known as the "Moses of her people."

f. was a powerful Indian chief.

g. was the founder and president for 23 years of the American Red Cross.

h. Shoshone Indian who served as an interpreter on the Lewis and Clark Expedition.

i. brought impressionist painting to the American art world.

j. was the famous black opera singer who was barred from singing in Washington's Constitution Hall because of her race.

Key:
1-e
2-h
3-f
4-d
5-i
6-b
7-a
8-g
9-j
10-c

* INTELLIGENCE ABOUT WOMEN

WHAT'S MY NAME?

1. The first woman athlete to win over $100,000 in a single year.
2. Voted the greatest woman athlete of the first half of the twentieth century.
3. Winner of the 1972 Olympics gold medal for diving.
4. Won the Olympics gold medal three times in a row for figure skating.
5. The first black person to play in major U. S. tennis tournaments.
6. The first woman to swim the English Channel.
7. One of the world's best-known pilots.
8. World record breaker of the jet age.
9. First female pilot for a United States scheduled airline.
10. World favorite figure skating champion in Grenoble.

a. Micki King
b. Althea Gibson
c. Jerrie Mock
d. Gertrude Ederle
e. Emily Howell
f. Billie Jean King
g. Peggy Fleming
h. Amelia Earhart
i. Phoebe Fairgrave Ornlie
j. Babe Didrikson Zaharias
k. Sonja Henie

Key:
1-f; 2-j; 3-a; 4-k; 5-b;
6-d; 7-h; 8-c; 9-e; 10-g.

Resource books:[1] Sports, by Joan Ryan; Aviation, by Ann Genett

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1. Please refer to Bibliography for Teachers, page 174.

ERA

WHAT'S IT ALL ABOUT?

1923

introduced to Congress

1972

passed by Congress

A proposed amendment to the United States Constitution which states:

> *"Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex."*

DRAFTED BY:

Alice Paul's National Women's Party

RATIFIED BY:

35* *of the required 38 states*

**As of 1/1/78*

WHAT IS A FAMILY?

communal family

(father) one parent family

extended family

interracial family

(mother) one parent family

family without children

nuclear family

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New York State Education Department. *Reviewing Curriculum for Sexism*. New York State Education Department, Division of Curriculum Development, Albany, N.Y. 12234, 1975.

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Pennsylvania Department of Education. *New Perspectives: A Bibliography of Racial, Ethnic and Feminist Resources*. Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126, 1977.

Ryan, Joan. *Contributions of Women: Sports*. Dillon Press, Inc., 500 S. Third Street, Minneapolis, Minn. 55415, 1975.

Multimedia

Bill Martin's Little Nature Books. Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, Ill. 60611, 1975. *(read-along series: books and recordings)*

Great Women Paper Dolls. Bellerophon Books, 153 Stewart Street, San Francisco, Calif. 94105. *(paper dolls)*

Home and Family: A Non-Sexist Approach. The Instructo Corporation, Paoli, Pa. 19301, 1975. *(pictures)*

Maybe I'll Be. Sun River Press, 30 E. 42nd Street, New York, N.Y. 10017, 1975. *(picture workbook)*

Men in Nurturing Roles. Women's Action Alliance, 370 Lexington Avenue, New York, N.Y. 10017. *(pictures)*

My Family Play People. Milton Bradley Company, Springfield, Mass. 01101, 1974. *(play figures)*

People at Work: A Non-Sexist Approach. The Instructo Corporation, Paoli, Pa. 19301, 1975. *(pictures)*

Play Scenes Lotto. Milton Bradley Company, Springfield, Mass. 01101, 1975. *(picture game)*

When I Grow Up, I Want to Be . . . The Instructo Corporation, Paoli, Pa. 19301, 1976. *(flannel-board figures)*

Women in American History. Educational Activities, Inc., Box 392, Freeport, N.Y. 10018, 1973. *(filmstrip series)*

Works in a Box: Goodies for Teachers. 2136 20th Avenue, Portland, Oregon 97208

Written Language Cards. Developmental Learning Materials, 7440 Natchez Avenue, Niles, Ill. 60648. *(cards)*

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The language of math is numbers. Therefore, at first glance, math would seem to have no "hidden curriculum" of sexism.

However, as one team of elementary math teachers began to study the math books they used every day, they found that sexism abounds. In their evaluation they pinpointed sex stereotyping in many word problems and illustrations. They noted that traditional sex roles many times form the basis for developing story problems. Fathers and sons go camping, mothers and daughters bake cakes; girls play the piano, boys construct clubhouses; boys score points for the team, girls cheer them on. Subtly, in problem after problem, the old sex stereotypes were reinforced.

Because word problems are scattered through an entire book, it's easy to overlook bias; but if you review these problems together, you'll become aware of an underlying theme of sexism.

Does this mean the books must change the way math skills are taught? No, but it does mean you should look at the stories through which the skills are taught. By selecting supplementary materials carefully and discussing biased situations as they appear in texts and other materials, you can revise your math curriculum gradually. This section points out specific ways you can do so.

BECOMING SEX FAIR

Maria Mitchell, who discovered a new comet in 1847, attributed her interest in astronomy to her early love of mathematics.

Notes to the Teacher

How can you meet your need for word problems that not only teach specific math skills, but also present an unrestricted view of the capabilities of both sexes?

1. *You can create original problems;*
2. *You can adapt word problems in texts and on work sheets;*
3. *You can compile a list of sex fair word problems from other texts and supplementary materials.*

The next pages provide specific guidance and examples to show you how to do all three.

CREATING NEW PROBLEMS

If you are using printed story problems to teach a particular skill, you can create new problems by rewriting the story. Try using the accomplishments of women as a basis for a series of such problems.[1]

Notice how this was done in the following examples:

Sample Problem	New Problem
The first radio show was in 1906. The first TV show was in 1936. How many years earlier was the radio show?	*Anne N. Royall, first American newspaperwoman, printed her own newspaper from 1831 to 1836. How many years did she print her newspaper?*
A news company sold 376,523 papers one week and 289,705 papers the next week. The following week it sold 312,456 papers. How many papers did the company sell all together?	*Royall printed 31 papers one week, 48 the next. The following week she printed 39 papers. How many papers did she print all together?*

---

[1] *Two excellent sources of information for such stories are Notable American Women and Herstory (game book). Please refer to the Bibliography for Teachers on page 185.*

Dr. Grant spoke to 378 people on Thursday. He spoke to 549 people on Friday. How many people did Dr. Grant speak to in all?

Barbara Boyce, editor of our local paper, wrote 4 articles on Monday, 2 on Tuesday, 6 on Thursday and 3 on Friday. How many articles did she write?

Another method is to create situations in which both males and females are shown in non-traditional roles. For example,

Debbie's football team won 7 games, lost 3 and tied 1. How many games did the team play?

or

Tony needs 1 box of brownie mix and 2 packages of cheese to make one pan of cheese brownies. If he were to make 3 pans of cheese brownies, how many boxes of brownie mix would he need? How many packages of cheese?

ADAPTING WORD PROBLEMS

You can adapt word problems either orally or in writing. The main object is to make the students aware that persons of either sex can do and enjoy the activities portrayed in story problems.

For example, suppose you used this problem: "Last summer Frank spent a week with his Uncle Joe, who is a forest ranger..."

Three related word problems follow.

Ask: "Is the story just as true if we substitute the name *Sally* for the name *Frank*? Would a girl like to spend a week with her uncle if he were a forest ranger?"

Or mix the sexes. Boys and girls do things together, but not in many word problems. You can remedy this by changing some names, especially if you plan to type the problem on a work sheet:

> "Jack and Ed each had a stamp collection. Jack had 123 more stamps than Ed..."
>
> *Change the names: "Sue and Ed each had..."*

Another strategy is to correct or add information to factually based word problems:

> "Whitney invented the cotton gin in 1793. How many years ago was that?"
>
> *Add: "Catherine Littlefield Greene persuaded Whitney to develop a machine which would strip the seeds from the cotton. Her confidence in him and financial support was instrumental in the creation of the cotton gin."*

COMPILING WORD PROBLEM LISTS

You may want to compile a list of word problems that reflect a more modern world than your present text does.

Following is a list of sample problems.

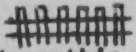
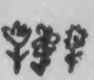
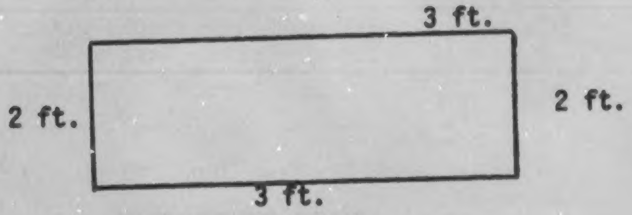
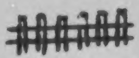
You can find additional problems in some recently published texts. Naturally, you will not be changing every biased problem you find, but it is important to include enough non-sexist problems as are required to reflect today's world.

As you evaluate new texts for purchase, look for problems like these which indicate the publisher tried to present a balanced view of the abilities and interests of all children. In the column "Why Sex Fair?" each problem below is evaluated with this code:

T - boys and girls doing things together
N-S - non-stereotyped role
A - girls in active roles

Why Sex Fair?	Problem
T & A	In a race Bob ran 3.9 kilometers, Phil ran 2.7 kilometers and Jean ran 3.5 kilometers. How far did they run all together?
N-S	Sarah helped her father bake cookies. They baked 4 pans with 15 cookies on each pan. How many cookies did they bake?
N-S	Florence Keen bought a motorcycle for $638 and a safety helmet for $29. How much did she spend?

Why Sex Fair?	Problem
N-S	Pedro made two kinds of cupcakes. He used 1/4 cup of milk for one kind and 2/3 cup of milk for the other kind. How much milk did he use all together?
N-S	Sally worked in a filling station. One day she pumped 227 gallons of gas. The next day she pumped 356 gallons. How many gallons did she pump in all?
N-S	Dr. Hill helped 4753 children in June. She helped 3142 children in May. How many more did she help in June?
T	Susan brought home 7 library books. James brought home 5 books. Who brought home more library books? How many more?
N-S	Margarita wants to buy a football. It costs $5.67. She has $3.21. How much more does she need?
T	Four boys and six girls were playing dodge ball. How many children were playing dodge ball?
T	5 boys and 4 girls played (Frisbee®). How many more boys than girls played?
N-S	Mrs. Van Dyke bought 20 quarts of paint. How many gallons is that?
N-S	Maria has 33 baseball cards. She wants to make 9 stacks with the same number in each. How many should she put in each stack? How many will she have left over?
T	Danielle invited 14 girls and 11 boys to her birthday party. How many more girls than boys were there? How many children were at the party?
N-S & A	Paula plays handball after school for 13 hours each week. How many hours does she spend playing handball in 36 weeks?
N-S	A woman owns 25 trucks. Each truck has 6 tires. How many tires do all 25 trucks have?
N-S	There are 12 nurses. One-sixth of them are men. How many male nurses are there? There are 10 doctors. Two-fifths of them are women. How many female doctors are there?

Why Sex Fair?	Problem
N-S & A	Gina runs around the track 9 times each day after school. How many times has she run around the track after 12 days?
T	Fred is 8 years old. Donna is 5 years older. How old is Donna?
T	There are 5 students in Roberto's reading group. Three are girls and two are boys. What fraction of the students are girls? What fraction of the students are boys?
T	Dora and Rico sold peanuts. On Tuesday, they made $4.62. On Wednesday, they made $3.07. How much did they make all together?
N-S	Lena has 23 toy trucks. She sells them in boxes of 3 each. How many boxes can she sell? How many trucks will be left over?
N-S	Dorothy wanted a pair of running shoes that cost $21. She bought them on sale for 1/3 off. How much did she save? How much did she spend?
N-S	Nora wants to put a  (fence) around her  (flower bed). She drew this picture to help find the perimeter.  2 + 3 + 2 + 3 = 10 The (fence)  should be _____ yards long.
T	Grace has 19 baby chicks and John has 17. How many chicks do they have together?
N-S	Dr. Pierce spoke to 45,378 people on Thursday. She spoke to 52,549 people on Friday. How many people did Dr. Pierce speak to in all?

3 ft.
2 ft.
2 ft.
3 ft.

Why Sex Fair?	Problem
N-S & A	In a bike race up the mountain, Eleanor rode her bike 987 meters each hour. How many meters did she ride in 4 hours?
N-S	Ms. Benson has 245 bikes in each store. She has 6 stores. How many bikes does she have?
T	Alice is 5 times as old as her brother. Who is older? Her brother is 5 years old. How old is Alice?
N-S & A	Virginia made a picture frame. She used a piece of wood 1/2 foot long and another piece 3/5 foot long. How much wood did she use all together?
T	Gwen's little brother weighs 27 pounds. Gwen weighs 3 times as much. How much does Gwen weigh?
N-S & A	Jennifer needs 1/3 gallon of paint to paint her boat. She has 1/4 gallon. How much more paint does she need?
N-S	In one month Mrs. O'Neal washed dishes 53 times. Mr. O'Neal washed dishes 29 times. How many times did they wash the dishes in all?
N-S	In one month Dick worked as a babysitter for 12 hours. He earned 95¢ per hour. Did he earn enough to buy a $12 gift for his father?
N-S	Truck drivers keep records of how far they drive. Who drove farther last week, Kevin or Rose? How much farther?

Kevin Van Line Co.	
day	miles
Mon.	376
Tues.	243
Wed.	406
Thurs.	410
Fri.	463

Rose Van Line Co.	
day	miles
Mon.	405
Tues.	367
Wed.	481
Thurs.	386
Fri.	395

Each day last week Rose made 8 stops to drop off packages. How many stops did she make in the five days she worked?

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Multimedia

Herstory. Coach House Games, L.D.H. and Associates, 627 Grove, Evanston, Ill. 60201, 1976. *(game)*

READING

What portion of an elementary child's school year is spent reading? How many unwritten concepts is she or he absorbing along with reading skills?

If you are using sex-biased readers, your students probably are learning many outdated stereotypes about boys and girls. Consider, for example, the messages behind these sentences from primers: "See Jim build the birdhouse." "Watch Nancy fold the clothes." "Nurse Lisa helps Doctor Dan." "Father scolds Tommy." "Jane is a nice, quiet girl." As the child learns to read, he or she also learns restrictive patterns of behavior based on gender.

What can you do about sexism in elementary reading?

This section presents three possible approaches: one for beginning readers, one for those in the middle elementary years, a third for readers in the last years of elementary school. However, each approach can be adapted to younger or older readers. For example, a book card form is suggested for analyzing fourth, fifth and sixth grade readers. The same form could be used just as easily for books written for younger readers.

The basic challenge, however, is to recognize sexism -- direct or implied -- in the books children read. Once you recognize bias, you can use activities such as those suggested here to help children look without restriction on the opportunities for people of both sexes.

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BECOMING SEX FAIR

Margery Bianco, 1881-1944, a writer of children's books, the most famous being "The Velvetine Rabbit," was the first author to attempt the psychological novel for older children.

Primary Reading (K-3)

A team of elementary reading teachers surveyed many reading texts copyrighted before 1975 for evidence of sexism. What did they find? That the many examples of sex bias in primary readers could be classified by either "Stereotyping of Children" or "Stereotyping of Adults."

In this section there are many practical suggestions for dealing with this bias in a reading series and in the everyday activities of the classroom.

The objectives of this unit are

1. The student reads both biased and non-biased stories and recognizes roles expected of boys and girls as sex stereotyped and restrictive.
2. Through reading and discussion, the student explores attitudes about sex-role stereotypes.
3. The student identifies sex-stereotyped adult behaviors and discusses the changing roles of men and women.

The ideas in Part I will help counter sexism in the category "Stereotyping of Children"; Part II suggests ways to handle "Stereotyping of Adults" when it is found in elementary readers. A bibliography at the end of the section on reading will guide you in your search for unbiased materials.[1]

PART I - STEREOTYPING OF CHILDREN

Notes to the Teacher

Primary readers stereotype children in many different situations. Here are eight of the most common ones.

- *Social Play Situations*
- *Showing Initiative*
- *Coping Situations*
- *Problem Solving*
- *Showing Emotions*
- *Earning Opportunities*
- *Sports*
- *Receiving Recognition*

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[1] *Please refer to pages 248-253.*

On the next pages, you'll find questioning techniques and easy-to-use activities to help you handle problems in each area. Following the activities are brief lists of sex fair children's books which may be in your school library.

At the end of Part I is a chart summarizing all eight problems and the related questions and activities, pages 199, 201, and 204.

SOCIAL PLAY SITUATIONS

Problem: Boys are generally portrayed in activities requiring greater strength, speed, and agility: activities in which they tear clothing and make messes. Girls are typically involved in quiet, clean, homemaker like situations.

Questions: Pose to either boys or girls: Would you enjoy doing that activity? Have you ever done it? Could you do it? If you haven't done it, why not? Do you know anyone who has done it? How did she or he feel about it afterward?

Activities:

1. Have children name and discuss a movie or TV show in which there was a role reversal, such as a woman astronaut or a male nurse.
2. During one play time, have boys play games girls generally play and/or use girls' toys and vice versa. Help them see that they can play a stereotyped game and even like it.
3. Set up mini-centers open to all students for activities such as sewing patches on jeans or building bird houses.
4. Cut out pictures of all kinds of toys. Have children sort them and then discuss how the sorting was done. Was it by toys for girls and boys, or both? Discuss: Are there certain toys that only girls should play with? only boys? why?
5. Have each child cut out pictures (5-10) of toys he or she would like to play with. Take each selection and have other children guess if a boy or girl chose the toys. Discuss: What kinds of toys are the most interesting? Can both girls and boys enjoy those toys?

Sex Fair Books about Social Play Situations[1]

Amy and the Cloud Basket by Ellen Pratt

Did You Ever? by Paula Goldsmid

A Hole Is to Dig by Ruth Krause

The Magic Hat by Kim Chapman

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[1] *Please refer to Bibliography for Students, pages 248-253.*

SHOWING INITIATIVE

Problem: A large percentage of stories center around the inventiveness and aggressiveness of males -- they make up games and build forts, stores and carts to complement their games. An equal percentage portray girls in non-thinking roles -- following the leadership of the boys and rarely creating structures or games.

Questions: For girls: Tell me when you came up with an idea for something to do. Were you able to do it? Did you need help or could you do it alone? Did you share your project with a friend? How did you feel about your success?

Activities:

1. Have the students prepare a questionnaire with which they survey their peers and family. Some sample questions: For peers -- Who do you think should wash dishes? babysit? cut the grass? dust the living room? cry? kiss their parents? fight? play baseball? climb trees? For adults -- Who do you think should cook dinner? wash dishes? do the laundry? defrost the refrigerator? change the baby's diaper? change a flat tire? fix a broken window? support the family?

2. Ask the students to list the jobs they do at home and then the jobs their brothers and sisters do. Discuss: Could boys do girls' jobs? Could girls do boys' jobs? Are there certain jobs that only boys or only girls should do? Why?

3. Survey the class: find out what the girls and boys do with their free time at home. Keep two separate lists for comparison. Review and discuss with the class whether someone of either sex might enjoy each activity.

Sex Fair Books about Showing Initiative[1]

Carlotta's the Scientist by Patricia Lenthall

Jo, Flo, and Yolanda by Carol de Poix

The Lost Bellybutton by Margaret Gullette

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[1] *Please refer to Bibliography for Students, pages 248-253.*

COPING SITUATIONS

Problem: In a majority of stories, boys are able to deal with unexpected happenings independently. Girls, however, often seek adult guidance, as well as assistance from boys.

Questions: For boys or girls: How would you solve this problem? Could you think of a different way to solve this unexpected problem? Are there times when you solved a problem by yourself? How did you do it? Were you successful?

Activities:

1. When you assign role-play situations, cast the children in non-stereotyped roles, such as a girl playing an electrician or president, or a boy playing a librarian or houseworker.

2. We learn by watching the people around us. Assign the children to watch several TV commercials and list the things they see women doing and men doing. Discuss: Could people of the opposite sex do each of these things?

3. Have two or more children make up a puppet show where the characters help each other solve a problem.

Sex Fair Books about Coping Situations[1]

I Was So Mad by Norma Simon

Martin's Father by Margarit Eichler

William's Doll by Charlotte Zolotow

PROBLEM SOLVING

Problem: When confronted with a routine problem in a story, girls frequently need assistance and seek reassurance about their response. Boys, however, are usually shown as more ingenious and independent in their approach, and they rarely seek aid.

Questions: Ask girls: Could the girl in the story have come up with this plan? Could she have suggested another idea?
Ask the boys: Could the boy have asked an adult? Could the boy have let his friends come up with an idea to help? Do you ever need help doing things?

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[1] *Please refer to Bibliography for Students, pages 248-253.*

Activities:

1. Have the children write and exchange anonymous "Dear Abby" letters, describing some problem encountered because of being a boy or a girl. Ask each child to write a response to another child's problem. Read and discuss several letters and answers. Consider: Could someone of the opposite sex have the same problem?

2. Have the boys and the girls list privileges each feels the other has. Ask the students to discuss their feelings about those privileges.

3. Ask students to list 10 things that are true about all girls and 10 things that are true about all boys. Discuss: Did you find some things that are the same for both boys and girls?

4. Ask the students: Did anyone ever tell you to stop doing something because you were a girl or a boy? What were you doing? How did you feel? Did you stop or did you go ahead and do it?

Sex Fair Books about Problem Solving[1]

Blueberries for Sal by Robert McClosky

Do You Have the Time, Lydia? by Evaline Ness

The Lost Bellybutton by Margaret Gullette

This Is Betsy by Gunella Wolde

SHOWING EMOTIONS

Problem: Boys often appear in books as brave and daring, rarely crying to express frustration or fear. In contrast, girls are often timid and fearful, and they resort to tears as a way to handle unpleasant experiences.

Questions: Have you ever wanted to do something but were told "boys don't do that" or "girls don't do that"? Were you embarrassed? Did you do it? Have you ever been angry? When? What did you do about it? When you look at the pictures in this story, how do you think the children feel about what they are doing? What tells you this? Look at their faces; read what they are saying. Has your face ever looked like that? Did you ever say those things?

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[1] *Please refer to Bibliography for Students, pages 248-253.*

Activities:

1. Discuss a TV show, movie, or book where a man handled his temper in a way other than through violence. Discuss one in which a woman handled an upsetting experience other than by crying.

2. Find and post cartoons that depict ways of handling and expressing emotions.

3. Tell the students that you want them to think of a word or words to complete the following sentences about feelings. After reading each one, ask several students to tell the class how they want to complete the sentence. Stress that both boys and girls have these feelings from time to time.

   I'm smart when I'm ______
   I'm happy when I ______
   I'm strong when I ______
   I'm angry when I ______
   I care when I ______
   I love you when I ______
   I laugh when I ______
   I'm bored when I ______
   I'm scared when I ______
   I cry when I ______
   I'm sad when ______
   I'm proud when ______
   I do my best when ______
   I'm hurt when ______

4. Using puppets, have two or more children present a show where the puppets tell how they feel about something that happens. Have the children talk about the feelings they have about this situation.

5. Pass out copies of "All People Need," page 200. After the students have finished their drawings, ask each to show and explain the drawings to a friend.

6. Have the boys and girls act out each of the following feelings. Compare and contrast their experiences.

   You're mad

   You're being followed

   You're trying to get through a crowd

   Your shoes are too tight

   You're happy

   You're watching a scary movie

   You're cold

   You're holding an umbrella on a windy day

   You're proud

Sex Fair Books about Showing Emotions[1]

Crowboy by Taro Yashima

Ira Sleeps Over by Bernard Waber

Grownups Cry Too by Nancy Hazer

The Lollipop Party by Ruth Sonneborn

EARNING OPPORTUNITIES

Problem: It is common to find men and boys in enterprising activities unrelated to the home and involving financial reimbursement. Women's jobs are depicted as chores and generally revolve around the home. Rarely do women receive monetary compensation.

Questions: Ask about a specific story. Could a woman do that job? Could she earn that money? Should she get the same pay for her work? Why? Do you know anyone who has this job? Who earns money in your home? Is it the same in all families? What could you do to earn money? Can boys and girls do the same things to earn money?

Activities:

1. Cut out pictures of men and women working in many different careers. Display them on a bulletin board and discuss the careers with the students.
2. Have people in non-stereotyped careers visit the class, or plan a community field trip to meet them: a female dentist or pilot, a firewoman, a man who writes at home, a male court stenographer.
3. Play and discuss the song "Parents Are People" from the record album, Free to Be...You and Me.[2]
4. Set up a store. Ask the children to bring in old books, toys, puzzles, or baked goods (cookies, brownies). Let them design and build their own shop (booth) with a catchy title -- "Jill's Junk" or "Tom's Treasure" -- and price all items ($.01 - $.25) to sell to other students. Be sure that both sexes join in all parts of the assignment.

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[1] *Please refer to Bibliography for Students, pages 248-253.*

[2] *See page 248.*

5. Make a career bulletin board, using your own "When I grow up, I want to be...," "Community Careers," or "People at Work" displays.

Sex Fair Books about Earning Opportunities[1]

ABC Workbook by Jean Mangi

Busy People by Joe Kauffman

Mommies at Work by Sue Merriam

Plants in Winter by Joanna Cole

SPORTS

Problem: Not only do boys in stories participate much more actively in sports than girls, but their activities are well organized, with scoring and rules to follow. Girls are depicted as more involved in free play and as less inclined to be competitive.

Questions: Have you ever played in a game where there were teams? Did someone keep score? Were there rules? Do you like playing on teams? Were you ever not chosen to be on a team? How did you feel? If you were the captain of a team, how would you choose your teammates? Do you think boys and girls can play together on the same teams? Can you name any teams in our town that are just for girls or just for boys?

Activities:

1. Have a classroom sporting event for children to compete in an activity not generally associated with their sex, such as boys competing with boys in a jump rope contest or girls competing with girls in Indian wrestling.

2. List famous sports figures, male and female. List sports and categories. Discuss: What qualifications does a person need to do well in each sport?

3. Have the boys teach the girls a game and vice versa.

4. Invite local sports figures to speak with the group about how a person can prepare for that sport.

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[1] *Please refer to Bibliography for Students, pages 248-253.*

Sex Fair Books about Sports[1]

Jo, Flo, and Yolanda by Carol de Poix

Just Think by Betty Miles and Joan Blos

The Magic Hat by Kim Chapman

RECEIVING RECOGNITION

Problem: Because boys often take part in situations where they can be more active and independent, they receive more recognition and acknowledgement in stories. Girls on the other hand, tend to be slighted since they are generally portrayed as passive.

Questions: Do you like it when someone says you have done a good job? How do you feel? Do you think everyone should be rewarded for doing a good job? Of a specific story, ask the children: Could a girl (or boy) have done this same thing? Do you ever tell someone they have done something well? Do you sometimes feel that you could have done a job as well as or better than a girl/a boy?

Activities:

1. From magazines and local newspapers, cut out pictures of current events showing boys and girls receiving awards of recognition in academics and sports.
2. Have the class list words describing what they think it means to be male/female. Discuss.
3. Have individuals or the class design a stamp, flag, or banner as a symbol for people's rights or children's rights in a non-sexist society.
4. Take a magazine and cut out pictures of men and women. Plot a graph of how many of each sex appear in the magazine from week to week.
5. Create a "Me" board. Have the students bring in something that is important to them: something won, earned or made; or reminders of childhood (birth certificate, birthday pictures, etc.). Feature one or two different children each week.

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[1] *Please refer to Bibliography for Students, pages 248-253.*

6. As children finish stories in their readers, have them list the things that boys do in the stories; list the things that girls do. What conclusions can you draw from this? Do they do any of the same things?

7. Ask the children to draw pictures of themsleves in the roles they like most -- dream! Ask: Is this something you might really be able to do someday? Why or why not?

8. Ask each student to choose one of the following women. Using classroom or library resources, have the students prepare a short oral or written report on the person.

    Harriet Tubman
    Bella Abzug
    Amelia Earhart
    Shirley Chisholm
    Eleanor Roosevelt
    Billy Jean King
    Sojourner Truth
    Susan Anthony
    Elizabeth Stanton
    Jane Addams
    Clara Barton
    Pearl Buck
    Abigail Adams
    Mary Bethune

Sex Fair Books on Receiving Recognition [1]

The Country Bunny and the Little Golden Shoes by D. Heywood

Peter Learns to Crochet by Irene Levinson

Quiet on Account of Dinosaur by Jane Thayer

Madeline by Ludwig Bemelmans

What Can She Be? by Gloria Goldreich

Chart Summary

The chart on pages 199, 201, and 204 condenses the problems, questions and activities you just read into an easy-to-use format. Assemble the 3 pages of the chart, then hang it in your reading area. Use it for on-the-spot ideas for handling sexist problems in your readers.

To assemble the chart:

- Remove the three pages "Problems," "Questions," and "Activities"

- Place them side by side, face down

1	2	3

- Tape them together at the seams

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[1] *Please refer to Bibliography for Students, pages 248-253.*

PROBLEMS

1. SOCIAL PLAY SITUATIONS. Boys portrayed in activities requiring greater strength, speed, and agility; girls shown in quiet, clean home situations.

2. SHOWING INITIATIVE. Boys shown as inventive and aggressive, building forts, stores, etc.; girls shown in non-thinking roles, rarely creating or devising game implements.

3. COPING SITUATIONS. Boys handling unexpected situations independently; girls seeking adult guidance, as well as assistance from boys.

4. PROBLEM SOLVING. Boys confronted with a problem shown as ingenious and independent; girls shown as frequently needing assistance and seeking reassurance.

5. EMOTIONS. Boys shown as brave and daring, rarely crying; girls shown as timid, fearful, and resorting to tears as a way to handle unpleasant situations.

6. EARNING OPPORTUNITIES. Men and boys shown in enterprising activities unrelated to the home and involving financial reimbursement; females shown in jobs related to the home.

7. SPORTS. Boys shown as active participants in organized games; girls shown in free play and as less inclined to be competitive.

8. RECEIVING RECOGNITION. Boys receiving recognition for being active and independent; girls being slighted.

ALL PEOPLE NEED

Draw some things people need to live a happy life. Share your drawing with a friend.

QUESTIONS

1. Would you enjoy doing that activity? Have you ever done it? Could you? Why haven't you? Do you know anyone who has done it?

2. Girls -- Tell me about an idea you had one time for something to do. Were you able to do it? with or without help? How did you feel? Boys -- Have you ever played a game made up by a girl? How did you like it?

3. How would you solve this problem? Is there another way to solve it? Are there times when you had to solve a problem by yourself? How did you do it? Were you successful?

4. Girls -- Could the girl in the story have come up with this plan? Boys -- Could the boys have asked an adult? a friend? Do you ever need help doing things?

5. Have you ever wanted to do something and were told boys/girls don't do that? How did you feel? Look at the children's faces -- has your face ever looked like that? Have you been angry? What did you do about it?

6. Could a woman do that? Could she earn that money? Should a woman get the same pay as a man for the same work? Who earns the money in your home? Is it always the same? Can boys and girls earn money the same way?

7. Have you ever played on a team? When the team kept score and had rules, did you like it? If you were a team captain, how would you choose your teammates?

8. Do you like it when someone says you have done a good job? Should everyone be rewarded for doing a good job? Could a boy/girl have done this job better?

PART II. STEREOTYPING OF ADULTS

Notes to the Teacher

In reader after reader, men and women act in stereotyped ways. Do you let these biases pass unchallenged, or do you take action to present a balanced view?

Five of the most common problems are described below, along with suggestions for counteracting them.

OCCUPATIONS AND HOUSEHOLD CHORES OF PARENTS

Problem:	Jobs depicted are frequently stereotyped. Through creative questioning, you can point out that these roles, for the most part, are reversible. Also, you can mention that it's becoming common for women to work outside the home and for men to have jobs located in the home. A typical example of bias in a story is one in which father paints the house while mother hangs the laundry.
To Counteract:	Discuss: Have you ever seen a woman paint? Ask a girl -- Did she paint a picture, a room, or an outside wall? Do you think you could paint a fence? Have you ever seen a man fold the laundry or use the washer or dryer? How many of you have a mother who works outside the home -- or knows of someone's mother who does? Does your dad have an office in your house?

OCCUPATIONAL ACTIVITIES OF OTHER ADULTS

Problem:	Many people who are not related to the children in a story are portrayed in jobs and character roles which are traditionally stereotyped: the businessman, male dentist, female nurse, mailman, woman secretary, male truck driver.
To Counteract:	Through general questions, help the students see that these jobs can be performed by a member of the opposite sex: Can a woman drive a truck? Can men learn to type? Do you know of any who do?

ADULT-CHILD ACTIVITIES

Problem: In many illustrations a mother plays with her daughter, a father with his son; teaching skills usually follows a similar pattern.

To Counteract: Discuss: Does your mother every play ball with you? Does your dad ever help you with your homework? Who taught you how to tie your shoes? do some needle work? make a model?

AFFECTION AND DISCIPLINE

Problem: Often the mother is shown as more tender and affectionate, relinquishing disciplinary tasks to the father. Rarely do fathers display tenderness, especially to a son.

To Counteract: If you find stories that promote these sexist tendencies, encourage children to recall their parents in other roles: Has your dad ever scolded you for not putting your toys away? Is your mom the person who punishes you when there is a problem? Has your dad ever given you first aid? Has your dad ever put you to bed and read you a story?

ONE-PARENT FAMILIES

Problem: Most reading texts show traditional, nuclear families. This poses a problem for those children who are being raised by a single parent.

To Counteract: Point out that some families are managed by a single parent. In these cases, child care, discipline, homemaking and finances are handled by that parent (unlike the traditional division of chores according to the sex of each parent). Help children see that being raised by a single parent is an acceptable life style.

ACTIVITY SUMMARY[1]

1. TV show with a role reversal -- discuss. Toys -- discuss some of your toys and who could play with them. What toys would you like to have?

2. Jobs/chores -- talk about things you do at home to help. Free time -- discuss what boys and girls do in free time.

3. TV shows/movies -- what do men and women do on the shows you watch? Roles -- discuss the roles you play during the day.

4. Privileges -- what can boys/girls do that you can't? Did anyone tell you to stop doing something because you were a boy/girl?

5. TV show -- discuss a show where a man handled his temper other than through violence; a woman other than by tears. Have children pantomime different emotions.

6. Discuss ways in which education and/or special vocational training enhance wage earning opportunities. Discuss ways people can earn money.

7. Talk about sports teams in your area for girls, boys, mixed teams. List famous sports figures. Can you name both males and females?

8. List words that describe what it means to be male/female. Discuss people you know who may have won an award or trophy.

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[1] *See pages 190-198 for complete description.*

Middle Elementary Reading (3-5)

One way to teach middle-level reading skills is to develop detailed, chapter-by-chapter lesson plans for one book that children are likely to enjoy. When you give such close analysis to one book, be certain to select one that presents an unbiased view of people.

This section on middle elementary reading uses one example, The Real Me by Betty Miles,[1] to illustrate how you can use one good, sex fair book to reinforce many different learning skills.

The Real Me was chosen for the following reasons:

1. It is a paperback book that can be used as a supplemental reading experience for those children reading at the high fourth and fifth grade reading level.
2. The content lends itself to the discussion of sexism and an awareness of its implications for elementary children.
3. The issue presented is one with which both boys and girls can identify.
4. Though this reading activity is geared toward the problems of sexism, the book contains many relevant concepts appropriate to today's living -- concepts lacking in many current reading programs.
5. Finally, this book was chosen because it's well written, fast moving, and interesting to both boys and girls.

Use this unit as it is or as a model for developing your own lesson plans based on another book.

Notes to the Teacher

The Real Me is the story of a young girl who, upon entering junior high school, suddenly finds she can't take tennis in gym because she is a girl. ("There is only a boys' tennis team, dear; why would you want to take tennis?") Being forced to take slimnastics instead ("It is important for young ladies to look nice, dear!") might have been bearable, had she not found similar opposition when she tried to take over her brother's paper route. The rest of the story deals with the girl's mounting feelings of injustice and the methods she employs to counteract sexism.

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[1] *Please refer to Bibliography for Students, page 252.*

The vocabulary for each chapter is presented before the background information. At the teacher's discretion, the words may be presented in a contextual situation beforehand, for the purpose of decoding or clarifying meaning. Following the reading and discussion of each chapter, there is a page containing skill lessons based on reading objectives.

INTRODUCTION

QUESTIONS: *Are there jobs, sports or activities in which only boys or girls should be allowed to participate? What are some of these?*

Teacher reads the introduction, pages 1-3, aloud.

How would you describe the person writing this story?

CHAPTER 1

VOCABULARY:

proverbs
lighthearted
bouncy
gracefully
actually
complicated
revealing
Orientation Day
identification card
stereotypes
realism

BACKGROUND: *The background of this chapter will be based on the discussion of the introduction.*

PURPOSE, SETTING AND MOTIVATION:

How do you feel on the first day of school? Read to find out how Barbara feels about her first day, pages 4-12.

DISCUSSION AND COMPREHENSION CHECKS:

1. *Who can read a sentence for us about how Barbara feels?*
2. *What is Barbara's mother doing the first day of school? Why do you think she may be going back to work? How does she feel about this? Has she worked before?*
3. *What is the occupation of Barbara and Richard's father?*
4. *What are four things Richard does that show he is a very organized person?*
5. *Find and read the paragraph that tells what Richard and Barbara say when they have to go somewhere they worry about.*

6. *How do Barbara and Richard get along? What did you read that makes you feel this way?*

7. *What was Barbara's essay about?*

ACTIVITY: Complete the chart using descriptive words.

HOW BARBARA DESCRIBES HER FAMILY

Mother	Father	Richard
________________	________________	________________
________________	________________	________________

SKILL LESSONS:

OBJECTIVE: *Contractions. Given 5 incomplete sentences, the student constructs a suitable contraction from the two words preceding the sentence.*

Have the student complete the sentence by filling in the contraction of the words in parenthesis.

(do not) I ______________ know why I chose this day to begin.

(We have) ________________ been working all summer in that empty building.

(You will) ________________ find many friends on your new job.

(will not) She ________________ let me have a dog.

(We will) ________________ have time to talk in the car every morning.

OBJECTIVE: *Fact and Opinion. Given a list of statements, the student identifies which statements contain fact and which contain opinion.*

Have the student read the statement and write "F" for fact and "O" for opinion.

__________ 1. Every child needs a dog.

__________ 2. Female dogs make better pets than male dogs.

________ 3. Barbara's father is forty years old.

________ 4. Mothers should always be home when their children come home from school.

________ 5. Both men and women can be principals.

CHAPTER 2

VOCABULARY:

program card
vulgar
skillet
slimnastics
straightforward
conscientious
grouchy
credit
convenient

BACKGROUND: *Have you ever not been able to do some things you wanted to do because you were a girl or boy? Discuss.*

PURPOSE, SETTING AND MOTIVATION:

What is the sport Barbara wants to play? Read pages 13-24.

DISCUSSION AND COMPREHENSION CHECKS:

1. *Find and read the sentence that tells what sport Barbara wants to play.*
2. *What were 3 good things that happened to Barbara at school the first day?*
3. *Was Barbara pleased with the physical education activities offered to girls? Why or why not?*
4. *Who is Oliver?*
5. *How did Barbara feel when she came home after school? How did the house look? Why?*
6. *Why did Richard ask Barbara to deliver his papers? How did she feel about it?*
7. *How did Mother feel when she got home? Does your mother work? How does she feel when she gets home? What do you do to help her?*
8. *Barbara didn't want her parents to talk to the Physical Education Department. Why not?*
9. *What one thing did Barbara feel would make her life perfect?*
10. *Think about Barbara's essay on signs. What signs do you feel the same way about?*

ACTIVITY: Put these sentences in the order in which they happened.

Key:

2 ________ Barbara had a hard time fitting all the newspapers into the bike basket.

1 ________ The newspapers Barbara had to deliver were on the front walk.

3 ________ The front wheel of Barbara's bike wobbled from the weight of the papers.

4 ________ Halfway down the block Barbara's steering improved.

5 ________ It was almost dark when Barbara reached the end of the route.

SKILL LESSONS:

OBJECTIVE: *Prefixes. Given 5 incomplete sentences, the student selects from the listed prefixes the prefix that, when added to the root word, will complete the meaning of the sentence.*

Have the student rewrite the root word, adding a prefix to complete the meaning of the sentence.

in dis un re im

(able) 1. Barbara was ______________ to sign up for tennis.

(possible) 2. It was ______________ for Richard to deliver the papers because he had basketball practice.

(turn) 3. After work, mother will ______________ home.

(like) 4. Barbara said, "I ______________ having to take gymnastics."

(doors) 5. During the winter, basketball practice is usually held ______________.

OBJECTIVE: *Specific Details. Given a written passage to read silently, the student answers, in writing, the questions concerning the selection by locating the specific details.*

Have the student read the following selection and answer the questions by filling in the missing specific details.

> Oliver lives across the street from me. Sometimes we play tennis in a park near us. We learned how to score and hold a racquet in a summer recreation program we went to when we were about eight, but we never really learned how to play. My serves always go into the net, and Oliver doesn't serve very well either, so it is hard to get any kind of a game going between us. If people come around while we are playing, we quit. We don't like anyone to see us.

1. Where does Oliver live? ______________________________
2. When did Barbara and Oliver learn to play tennis? __________

   ____
3. Where do they play? ______________________________
4. Where does Barbara's serve usually land? ________________
5. What do Barbara and Oliver do when people are watching them?

   ____

CHAPTER 3

VOCABULARY:

jamboree
characterize
humorous
show dog
circulation manager

BACKGROUND: *Do you ever help with the family grocery shopping? If you were doing the grocery shopping for the week, what kinds of things would you buy?*

PURPOSE, SETTING AND MOTIVATION:

What did Barbara and Richard's father buy that their mother never buys? Read pages 25-29.

DISCUSSION AND COMPREHENSION CHECKS:

1. *What did Dad buy?*
2. *Whom did they meet in the grocery store?*
3. *How would you describe Mrs. Weston?*
4. *What was the worst part of Barbara's paper route?*
5. *Describe the chow dog.*
6. *Do you think that Barbara's mother likes her job? Why?*

ACTIVITY: Look up the word "jamboree" in the dictionary. Write its origin and definition.

SKILL LESSONS:

OBJECTIVE: *Suffixes. Given 5 incomplete sentences, the student selects from the listed suffixes the suffix that, when added to the root word, will complete the meaning of the sentence.*

Have the student rewrite the root word, adding a suffix to complete the meaning of the sentence.

en ful less er ly

(help) 1. Slimnastics are ______________ to many people.

(fast) 2. Barbara pedaled her bike ____________________.

(care) 3. Barbara tried to be ______________ delivering the papers.

(hope) 4. It was ______________ trying to get home before dark.

(take) 5. Barbara had ______________ over Richard's paper route.

OBJECTIVE: *Character's Feeling. Given a paragraph describing a character, the student identifies the emotions she/he imagines were experienced by that character by checking the appropriate word following the paragraph.*

Have the student read the paragraphs silently and circle the appropriate word describing the character's feeling.

Mother said, "I don't know why I chose this day to begin my new job. I can hardly eat my breakfast."

Mother was amused nervous boastful

Barbara's father pushed the shopping cart along through the aisles and said, "I think your mother would like this for dinner. I'll help her fix it."

Barbara's father was helpful dismayed frightened

CHAPTER 4

VOCABULARY: *There is no new vocabulary introduced in this chapter. The teacher may wish to review words from previous chapters or introduce others.*

BACKGROUND: *Do you know anything about slimnastics? What kind of people are involved in slimnastics? Are men ever involved in slimnastics?*

PURPOSE, SETTING AND MOTIVATION:

Read pages 30-33 to find out how Barbara feels about slimnastics and her slimnastics teacher.

DISCUSSION AND COMPREHENSION CHECKS:

1. *Read aloud the sentence you think best describes Barbara's feelings about slimnastics.*
2. *Make a list of words that describe Barbara.*
3. *Why does Mrs. Bream feel slimnastics are so important?*
4. *What is Barbara's guidance counselor's name? Does she share Barbara's views?*
5. *How does Mrs. Anderson feel about Barbara's desire to take tennis instead of slimnastics?*

ACTIVITY: Draw a picture of how you think Barbara looks.

SKILL LESSONS:

OBJECTIVE: *Possessive Singular Nouns. Given 5 written phrases using singular nouns, the student rewrites the phrases to show possession.*

Have the student write the singular possessive form for each phrase.

1. the bike of Barbara ____________________
2. the basketball belonging to Richard ____________________
3. the desk of Mr. Fisher ____________________
4. the records of the teacher ____________________
5. the tennis team of the school ____________________

OBJECTIVE: *Charts. Given a chart and questions based on it, the student interprets the information by answering specific questions.*

Have the student use the chart below to answer the questions.

WEIGHT IN POUNDS

Richard	110	116	121	130
Barbara	85	92	98	101
Oliver	90	91	105	110
Sandra	83	88	90	92
Sally	94	106	110	105
Years	1974	1975	1976	1977

1. Who showed the most weight gain between 1976 and 1977? __________
2. How much did Barbara weigh in 1975? ____________________
3. How much more did Oliver weigh than Sandra in 1976? __________
4. Who lost weight between 1976 and 1977? ____________________
   How much did that person lose? ________

CHAPTER 5

VOCABULARY: *liberation*

BACKGROUND: *What is a "women's libber"? Do you feel that there are many things that are unfair to girls? Discuss.*

PURPOSE, SETTING AND MOTIVATION:

Read pages 34-37 to find out how Barbara feels about cheerleaders.

DISCUSSION AND COMPREHENSION CHECKS:

1. *What word did Barbara use to describe cheerleaders? Do you agree? Can boys be cheerleaders?*
2. *Compare Bobby's and Jim's reactions to Barbara's problem of having to take slimnastics instead of tennis.*
3. *Where did this discussion take place?*
4. *At the end of this chapter, Barbara is suddenly aware of something very important. What is it?*

ACTIVITY:

LIBERATION How many words can you find (use a dictionary for assistance) that have liber- at the beginning of them? What do these words mean?

SKILL LESSONS:

OBJECTIVE: *Syllabication. Given 5 written words containing double consonants, the student syllabicates the words by drawing a line between the syllables.*

Have the student draw a line between each syllable.

funny

tennis

campaign

sudden

expect

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OBJECTIVE: *Main Idea. Given a written paragraph, the student reads it and writes a sentence that expresses the main idea.*

Have the student read the paragraph and write a sentence that states the main idea.

> But suddenly I started to notice how many times people said "girls don't do that" about something I wanted to do, or acted as though girls like me were stupid or foolish when we tried to stand up for our rights. It seemed like a funny coincidence that these things all began to happen at once.

____

____

____

CHAPTER 6

VOCABULARY: *circulation manager* *petition* *coincidence*

BACKGROUND: *What is a coincidence? Can you think of a coincidence that has happened to you?*

PURPOSE, SETTING AND MOTIVATION:

Barbara is running into coincidences lately. Read pages 38-42 to find out what coincidences occur in this chapter.

DISCUSSION AND COMPREHENSION CHECKS:

1. *What were the coincidences?*
2. *What occurred that made it impossible for Richard to continue his paper route?*
3. *Who did Richard recommend for his job?*
4. *What was the reaction of the circulation manager?*
5. *If you were the circulation manager, what would your feelings be?*
6. *How do Barbara and each member of her family react to the news that girls cannot be paper carriers?*
7. *What is a petition?*

ACTIVITY: Barbara is probably feeling a lot of emotions at this time. List these emotions and their probable causes. (Example: proud -- Richard made the basketball team.)

SKILL LESSONS:

OBJECTIVE: *Abbreviations. Given a list of five written abbreviations, the student writes the correct word.*

Have the student write the correct word for each abbreviation.

lb. ______________________________

Mr. ______________________________

Wed. ______________________________

Sept. ____________________________

Rd. ______________________________

hr. ______________________________

OBJECTIVE: *Sequence. Given a set of paragraphs, the student reads them and then numbers the sentences to show the order in which events happened.*

Based on Chapter 6, have the student number the following sentences to show the order in which things happened.

Key: 3	_____	The circulation manager told Richard girls can't be paper carriers.
1	_____	Richard made the basketball team.
2	_____	Richard called the Journal.
5	_____	Mr. and Mrs. Fisher were upset about what the circulation manager had said.
4	_____	The circulation manager talked to Barbara.
7	_____	Barbara's dad made her feel better.
6	_____	Barbara didn't want her mother to use her influence.

CHAPTER 7

VOCABULARY: None

BACKGROUND: *The meaning of the word petition was discussed before. (Review.) Have your parents ever signed a petition? Have you ever signed a petition? Do all petitions bring about change?*

PURPOSE, SETTING AND MOTIVATION:

Read pages 43-48 to find out what Barbara was trying to accomplish with her petition.

DISCUSSION AND COMPREHENSION CHECKS:

1. *Read aloud both parts of Barbara's petition.*
2. *How did people react to Barbara's petition?*
3. *At the end of the day, how many names were on Barbara's petition?*
4. *How does Barbara feel at this time?*
5. *On what day of the week did all this occur?*

ACTIVITY:

1. Dramatize this chapter.
2. Make up a petition of interest to you. See how many people will sign it. Be ready to discuss how people reacted to your petition.

SKILL LESSONS:

OBJECTIVE: *Homonyms. Given a set of homonyms for each of the five written sentences, the student selects the appropriate homonym by writing it in the correct position to fit each sentence.*

Have the student select the appropriate homonym and write it in the correct position to fit each sentence.

(knew, new) 1. Barbara's mother ______________ that her ______________ job would be interesting.

(whole, hole) 2. The ______________ class felt the film was ruined by the ____________ in the screen.

(to, two, too) 3. Mr. Fisher and the ____________ children spent __________ much money when they went __________________ the grocery store.

(there, their) 4. Barbara and Richard felt it unnecessary for ____________ mother to be __________ when they got home.

(right, write) 5. Barbara felt that the __________ thing to do was to __________ to the principal.

OBJECTIVE: *Inference. Given several related facts in a passage, the student reads the passage and infers the occupation of the person in the passage.*

Have the student read the following paragraphs and list of words. Then have the student write the occupations the paragraphs describe.

1. He slowly and gracefully raised his arms above his head as the music played. As the audience watched, spellbound, he leaped effortlessly into the air.

____

2. Before school was dismissed, Ms. Sunshine had informed the teachers and students that school would close early.

____

principal
gym teacher
newspaper reporter
plumber
doctor
builder
ballet dancer
cashier

CHAPTER 8

VOCABULARY: *invisible*
sympathetic
buckwheat
recommend
trustworthy
cooperative
recommendations
somersaults
reliable

BACKGROUND: *Do you ever come home to an empty house after school? How do you feel about that? What do you usually do when you come home from school?*

PURPOSE, SETTING AND MOTIVATION:

Read pages 49-60 and find out what Barbara did when she came home from school.

DISCUSSION AND COMPREHENSION CHECKS:

1. *Barbara had a busy afternoon. What were the first five things she did when she got home? Give them in the order in which she did them.*
2. *Who is Oliver? How do Barbara and Oliver feel about each other?*
3. *Discuss the good and bad things that happened to Barbara as she asked for recommendations. Referring back to the chapter, list specific people and comments.*
4. *When Barbara finally finished her route, what had she forgotten?*
5. *How did Barbara's mother help?*
6. *What sentence do you think summed up Barbara's feeling about that particular Friday?*
7. *Read the essay on pages 61-62. Do you ever have people ask you what you want to be when you grow up? Do you share Barbara's feeling about people asking this question? Why or why not?*

ACTIVITY:

1. Write a brief story about one of the longest days of your life.
2. Have the student circle the word that has the same meaning as the underlined word in the sentence.
    1. Barbara's jeans were inappropriate to wear to the school dance.

       a. unsuitable   b. too short

    2. She gave a concrete example of how to set an arm.

       a. difficult   b. definite

    3. It is conceivable that there will be football for girls.

       a. imaginable   b. unfortunate

SKILL LESSONS:

OBJECTIVE: *Context Clues. Given four sentences with an underlined word, the student finds the context clue (word or words) and circles it.*

Have the student find the meaning of the underlined words by using the context clues (word or words) and circling the meaning.

1. It took a gigantic or huge effort on Barbara's part to peddle up the steep hill.

2. They decided to petition the neighborhood by asking for opinions.

3. It was a serious decision because the effect was so important to her.

4. Barbara could not forsake or give up her desire to become a member of the team.

CHAPTER 9

VOCABULARY:	*luxurious*	*myth*
	sentimental	*innocent*

BACKGROUND: *What kind of things do you do on Saturdays? Are you expected to do things around the house to help out?*

PURPOSE, SETTING AND MOTIVATION:

Read pages 63-71 to find out what Barbara was expected to do this particular Saturday.

DISCUSSION AND COMPREHENSION CHECKS:

1. *What job had been planned for Barbara's family this particular Saturday?*

2. *How did Barbara feel about this?*

3. *Who made Barbara's breakfast and what did she have?*

4. *Do you think Barbara's father cooked breakfast often? Why?*

5. *List some of the things in the Fishers' basement.*

6. *What specific job was Barbara given? Did Richard object to this?*

7. *What are some of the things that Barbara plans to do as an adult?*

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ACTIVITY: Write a paragraph or two about some of the things you plan to do when you are grown. Share these with the class.

SKILL LESSONS:

OBJECTIVE: *Skimming. Given a list of questions, the student skims the passage to find the answers.*

Have the student skim the passage and find the answers to the questions. Write the answers on the lines.

ON TALKING TO YOUNGER PEOPLE[1]

This is an essay for those who, because of their business or profession or their way of life, have occasion to come in contact with people between the ages of ten and nineteen. (I am writing as a kind of expert, since I myself am between those ages.)

Many warnings could be given about talking to someone this age, such as: Never use the word "youth." But in this essay I will just give one important piece of advice. This is it: Do not ever ask "What are you going to be when you grow up?"

This is an offensive question, partly because somebody who has grown all the way from an infant to, say, age eleven, thinks they are pretty grown up already. But it is also offensive because it is so personal. Can you imagine what would happen if some kid just went up to an adult, like a relative, or a neighbor, or even a stranger in a store, and asked them, "Please tell me, what are your secret hopes and wishes?" The adult would be offended, that's that.

I have not figured out why people think they have the right to ask you this kind of question just because you are younger than they are. If you have never thought about this, and you are an adult, I hope you will think right now, and make a resolution not to ask any kid a question you would not want to answer yourself. This should aid your communication with younger people.

I will close by stating that if you have ever asked me what I wanted to be when I grow up, and I told you "an animal doctor," it was a lie. I use that answer because it sounds like something a kid would want to be and it satisfies people, so they stop bothering you and say "Isn't that nice!" and they feel that now they have approved and so it is O.K. for you to go ahead and be an animal doctor.

---

[1] *Reprinted from The Real Me by Betty Miles, copyright 1974, by permission of the publisher, Alfred A. Knopf, Inc. (Avon Books, pages 62-63).*

I am probably going to be a psychologist or a writer or a teacher. I don't know which right now, and I don't plan to decide until it is time to decide. I am only telling you this because you didn't ask me.

1. What does Barbara think she will probably be when she grows up?

   ____

2. In this essay, what is Barbara's one important piece of advice?

   ____

____

CHAPTER 10

VOCABULARY: *discriminate* *recommendation* *conspicuous*

BACKGROUND: *Everyone probably has a teacher or class she or he particularly likes. What are some of the reasons you like a particular class or teacher (without naming specific people or classes)?*

PURPOSE, SETTING AND MOTIVATION:

Barbara has a teacher and class she likes very much. Read pages 72-79 to find out what class it is and why she likes it so much.

DISCUSSION AND COMPREHENSION CHECKS:

1. *Who teaches the class Barbara is glad to have on Mondays?*
2. *Describe Miss Peretti's room. Include the way it looks and the way the students interact in it.*
3. *Who is Arlene? Why does Barbara admire her?*
4. *What was the title of Barbara's essay? What was Barbara's essay about?*
5. *Who was Rosa Parks and why is she important?*

ACTIVITY:

1. Read Barbara's essay on riding a bicycle on pages 80-82.

2. Write an essay called "I wish..." and share it with the class.

3. Review the meaining of "conspicuous." Draw a picture or write a sentence or two about a time you felt conspicuous.

SKILL LESSON:

OBJECTIVE: *Cause and Effect. Given a written sentence, the student reads the sentence and infers the cause and effect.*

Have the student write the cause and effect of these sentences.

1. The boy cried when his dog was hit by a car.

   Cause: ______________________________

   Effect: ______________________________

2. The girls celebrated their basketball victory by going to the ice cream store.

   Cause: ______________________________

   Effect: ______________________________

CHAPTER 11

VOCABULARY: *revolting*, *editorial*, *inconspicuous*, *analysis*, *drivel*, *controversy*, *spunk*, *influence*

BACKGROUND: *Has your mother or father or a friend's mother or father ever done or said something in public that would call attention to her or make her conspicuous?*

PURPOSE, SETTING AND MOTIVATION:

Barbara's mother got a lot of attention because of something she did. Read pages 83-92 to find out what she did.

DISCUSSION AND COMPREHENSION CHECKS :

1. *What did Barbara's mother do which caused people to talk about her?*

2. *How did people's reactions differ? State their reasons for feeling as they did.*

3. *How did her family feel about it? (specifically, each member)*

4. *What did Miss Peretti say she was going to get for the classroom and why?*

ACTIVITY:

1. Find several letters to the editor which present both points of view, pro and con, on an issue with which you are familiar. Read and discuss.

SKILL LESSON:

OBJECTIVE: *Classification. Given a topic and a list of 7 phrases, the student classifies by circling the phrases which would go with that topic.*

Have the student circle the words which go with the topic.

Basketball

girl players
racquet
glove
boy players
referee
books
score

CHAPTER 12

VOCABULARY: *sex discrimination*
emphasize
snickered
petition
grudges

BACKGROUND: *Have you ever had to stand up in front of a lot of people to give a speech? How do you think it would feel to speak on a subject about which not many people agree with you?*

PURPOSE, SETTING AND MOTIVATION:

Read pages 93-99 to find out to whom Barbara is going to speak and on what topic.

DISCUSSION AND COMPREHENSION CHECKS:

1. *What was the subject of Barbara's speech?*
2. *To whom did she speak?*
3. *How did she prepare herself for this speech?*
4. *How did each member of her family help her?*
5. *Describe Barbara's new dress.*
6. *At the assembly, who else spoke besides Barbara? Briefly, what were their positions and what did they say?*
7. *Compare the students' reaction to Barbara's speech to their reactions when she asked them to sign the petition.*

ACTIVITY:

1. Read Barbara's essay on "Dogs," pages 100-101. Be ready to discuss her feelings.
2. Set up a debate, using the subject "Girls should be allowed to participate in all sports" (i.e., football, baseball) or "Physical Education should provide the opportunity for both boys and girls to develop skills needed to participate actively in every sport."

SKILL LESSON:

OBJECTIVE: *Information and Fiction. Given 5 written statements, the student can determine whether they state information or fictional details.*

Have the student read the statements and write "F" for fiction and "I" for information.

__________ 1. The spider wove the word "humble" into her web.

__________ 2. Chris Evert won the Philadelphia Virginia Slims Tennis Tournament in 1977.

__________ 3. The words "liberated" and "discrimination" are found in the dictionary.

__________ 4. The three animals sat around in their coattails and discussed the party.

__________ 5. The moon winked and waved at the boy, as they shared their secret.

CHAPTERS 13 AND 14

VOCABULARY: *pledge*
wage earner

BACKGROUND: *There can be success in so many different ways, both large and small. Everyone has experienced success at one time or another. Think of some successful experience you have had; tell what it was and how you felt about it.*

PURPOSE, SETTING AND MOTIVATION:

Barbara experiences a very big success. Read pages 102-110 to find out what it was.

DISCUSSION AND COMPREHENSION CHECKS:

1. *What was Barbara's success?*
2. *Why was she not as excited about that success as she might have been?*
3. *With whom was she supposed to have had her picture taken?*
4. *Why didn't she?*
5. *What did she pledge to herself that night?*
6. *How and where were the pictures of Barbara taken? Was this a good idea? Why or why not?*

SKILL LESSON:

OBJECTIVE: *Descriptive words. Given four sentences, the student reads the sentences and underlines the descriptive words.*

Have the student read each sentence and underline two descriptive words.

1. The large crowd cheered as the excited boys and girls ran out on the muddy field.
2. The kindhearted boy spoke with a gentle voice to the small, frightened child.
3. Even after a long day at work, the busy mother played ball with her three young children.
4. The patient father listened to his older daughter go over her acceptance speech.

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CHAPTER 15

VOCABULARY: *campaign*

BACKGROUND: *In the last chapter, successes and the feelings accompanying them were discussed. How do your parents and friends react to your successes? To your failures? Have you ever felt jealous toward someone else because she/he accomplished something you hadn't?*

PURPOSE, SETTING AND MOTIVATION:

Read pages 111-115 to find out how Barbara's family and friends reacted to her success.

DISCUSSION AND COMPREHENSION CHECKS:

1. *How did each member of Barbara's family feel?*
2. *How did Oliver and the people on her route feel?*
3. *On what page of the paper was Barbara's picture?*
4. *Who wrote the newspaper article? Read the newspaper article aloud.*
5. *Who was in the picture with her?*
6. *What is "sex discrimination in reverse"? Who thought this might be happening?*
7. *Talk about the successes of the other members of Barbara's family.*

ACTIVITY:

1. What do you think the newspaper picture looked like? Draw it.
2. Draw cartoons showing sex discrimination or sex discrimination in reverse.

SKILL LESSON:

OBJECTIVE: *Predicting Outcomes. Given two paragraphs, the student predicts the outcomes of each by underlining the most appropriate ending.*

Have the student read each paragraph and underline the most appropriate ending to the paragraph.

After Sue, Mary and Joan had shot baskets for an hour in the yard, they remembered they had invited three boys to join them. What did they do next?

1. They called the boys.
2. They raked the leaves.
3. They started to sing.

John was walking home from school when he realized that his mother's birthday was the next day. He hurried home. What did John do next?

1. He called a friend to play.
2. He did his school work.
3. He baked his mother a cake.

CHAPTER 16 AND THE END

VOCABULARY:

complicated	*realism*
gossip	*roles*

BACKGROUND: *Have you changed your feelings about activities in which girls can participate? Discuss.*

PURPOSE, SETTING AND MOTIVATION:

Barbara made a lot of people aware of sex discrimination. Read pages 116-122 to find out how two people were influenced by her without realizing it.

DISCUSSION AND COMPREHENSION CHECKS:

1. *Who were the two people she influenced?*
2. *What did Barbara mean when she said, "I am not a nut. I am a pioneer."*
3. *Make a list of some of the changes that were directly or indirectly brought about by Barbara's campaign.*
4. *Do you think Barbara will or will not eventually have a dog? Why or why not?*

ACTIVITY:

1. Go to the library to look for children's books in which you can find examples of sex discrimination and books in which we find boys and girls, men and women, in a variety of roles.

SKILL LESSONS:

OBJECTIVE: *Drawing Conclusions. Given a written selection and a set of conclusions, the student identifies the logical conclusion.*

Have the student read the following sentence and write the answer on the lines below it.

How do you think Barbara will react the next time someone tells her "Girls can't do that!"?

____

____

OBJECTIVE: *Summary. Given a written passage, the student reads it and writes a brief summary.*

Write a brief summary of this book.

____

____

____

____

Upper Elementary Reading (4-6)

A survey and analysis of basal reading texts revealed to one school district the extent of bias in their upper elementary reading program. Wanting a non-sexist approach to their reading program without replacing all of the books, the teachers decided to work with the books on hand. They saw that these books contained certain recurring themes which seemed to fall into eight major categories:

1. People at work
2. History (pioneers, Indians, famous Americans)
3. Famous authors
4. Folk tales, fairy tales and mythology
5. Faraway places (around the world)
6. Science (nature, space, medicine)
7. Contemporary fiction: how children solve problems
8. Sports

Instead of attempting to revise all parts of their curriculum at the same time, the reading teachers decided to concentrate on the seventh category, "contemporary fiction: how children solve problems," since young readers usually find it easy to identify with the central characters and the problems they face in the stories.

Each of the three parts of the following model for revising an upper elementary school reading curriculum focuses on sex fair contemporary fiction for young children: Part I is an annotated list of sex fair stories; Part II suggests a sample book card, useful for noting comments after you've read a book; and Part III gives the details for two activities, one short range, one long range.

SEX FAIR BOOKS: HOW CHILDREN SOLVE PROBLEMS

Notes to the Teacher

Use the following list as a guide to sex fair books about how children solve problems. The books are organized according to the kinds of problems they deal with: adventure, being alone, being the new kid in town, being different, kids against adults, conflicts of growing up, kids against the environment, being afraid, and taking a stand.

BOOK LIST[1]

Non-Sexist Books about How Children Solve Problems

ADVENTURE

Gage, W. The Ghost of Five Owl Farm.

In this exciting and funny mystery, you'll read about suspicious happenings in an old abandoned barn.

L'Engle, Madeline. A Wrinkle in Time.

This adventure in outer-space is one of the rare science-fiction books with a female main character. This book may also be the only children's book in which a mother is a brilliant scientist. There are fine descriptions of the straightforward relationship between the heroine, Meg, and Calvin, her friend.

Lindgun, Astrid. Pippi Longstocking.

Pippi is a rollicking super heroine who takes readers through carefre adventures.

Potter, Bronson. Isfendiar and the Wild Donkey.

An Iranian village boy sets off alone across the desert, determined to find the mysterious donkeys.

Singer, Isaac B. The Fearsome Inn.

Witchcraft and deviltry abound within the magical walls of the inn wh three beautiful girls are imprisoned.

Stolz, Mary. A Wonderful, Terrible Time.

The unexpected happens when Sue and Mady go to camp, one enjoying the experience, the other stubbornly rejecting it.

BEING ALONE

Block, Marie Halun. Aunt America.

Lesya's aunt from America helps her understand why her father was forced to desert her.

---

1. *Please refer to Bibliography for Students, pages 248-253.*

Burch, Robert. Queenie Peavy.

A girl who lives in a small town in Georgia gets revenge with a society that put her father in prison.

Konigsburg, E.L. Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth.

A lonely girl wants a friend. Through the art of witchcraft, she convinces another child they can be friends.

Sachs, M. The Bear's House.

Nine-year-old Fran Ellen is the class outcast -- her clothes are ragged, she smells and she sucks her thumb. She is often the natural and passive target of verbal and physical abuse from the other kids. She accepts this role to keep people from finding out her real secret -- that she lives alone with her siblings, without adult supervision.

Serraillier, Ian. Escape from Warsaw.

The three Babski children, homeless and on their own, start a seemingly hopeless journey across war-torn Europe in search of their parents.

BEING THE NEW KID IN TOWN

Jackson, Jesse. Call Me Charley.

Charley, a new black boy in town, must learn to cope with the problem of being the first student to integrate his school. Life is made more difficult because of the conflict concerning the value of education that exists between his parents.

Speevack, Yetta. The Spider Plant.

Having just moved to New York City, the hostile surroundings make her adjusting difficult for Carmen Santos, but she uses her ingenuity to move." help her brother and herself.

Sterling, Dorothy. Mary Jane.

Mary Jane is the first black girl to attend the newly integrated school in her town.

BEING DIFFERENT (BREAKING OUT OF STEREOTYPES)

Bradbury, B. In Her Father's Footsteps.

When her father's animal hospital burns down, Jenny struggles to save her own career as a veterinarian.

Brenner, Barbara. A Year in the Life of Rosie Bernard.

A 1930's chronicle of the adventures of a ten year old named Rosie who goes to live in Brooklyn with her grandparents, uncles, and cousins. Rosie decides to become a doctor and keeps a 'Mind and Body Journal'. She also wrestles with the fact that she is half Jewish and half Protestant.

Greene, Constance C. A Girl Called Al.

Al, short for Alexandra, is a nonconformist with a high IQ, who becomes best friends with the girl down the hall. The warm account of their friendship is written in a style that underlines both the humorous and sober aspects of the story.

Gripe, Maria. The Night Daddy.

An eccentric young man babysits for a girl whose mother works at night.

Hart, Carole. Delilah.

Delilah Bust is almost ten years old. She is the tallest girl in her class. She plays basketball and drums. If she grows up tall enough, she wants to play center for the New York Knicks. Delilah is an ingenious, sensitive, and energetic heroine.

Kingman, Lee. Georgina and the Dragon.

A girl named Georgie finds that her namesake is a great-grandmother suffragist extraordinaire, who brought the vote for women to Idaho. In deciding to earn the money for a trip to attend the ceremonies commemorating the original Georgina Poindexter Faraday, she finds that equal job opportunities, even for ten-year-olds, do not exist. She succeeds in upsetting the stereotyped roles in her own family and neighborhood.

Knudson, R.R. Zanballer.

An influential girl of 13 years persuades her friend to desert dance class in favor of football.

Lampman, Evelyn S. The Year of Small Shadow.

This sensitive story, set in 1881, tells of the year a young Indian boy spends in a totally white community.

Levitin, Sonia. Rita the Weekend Rat.

Cynthia changes her mind about girls being less interesting than boys.

Manning-Sanders, Ruth. A Book of Mermaids.

You will discover in these 16 stories of half-human, half-fish creatures that not all mermaids are beautiful -- some are even called mermen.

McGovern, Ann. Secret Soldier: The Story of Deborah Sampson.

A clever woman, Deborah Sampson, masquerades as a soldier in the Continental Army. No one suspects anything unusual about soldier Robert Shurtliff, who serves bravely for a year and a half. It is not until she is hospitalized with fever that her secret is discovered.

Miles, Betty. The Real Me. (See activity page 205.)

Barbara Fisher is a fighter. She balks at taking 'slimnastics' instead of playing on the boys' tennis team, acting like a lady, and against being denied her brother's paper route.

Sachs, Marilyn. The Truth about Mary Rose.

Mary Rose is fascinated by mystery and adventure while exploring the truth about her namesake, an aunt who was killed in a fire.

Wallace, Barbara. Claudia.

Claudia was perfectly happy climbing trees with Duffy until her Mother made her stop playing with him. Claudia is faced with the conflict of what others expect her to do and what she wants for herself.

KIDS AGAINST ADULTS

Blume, Judy. It's Not the End of the World.

A novel that "comes out all right in the end," because Karen begins to accept the fact that in the real world things don't. A book about men and women and children that raises more questions than it answers.

Corcoran, Barbara. Sam.

Faced with the realization that their father's choice of lifestyle for Sam and her brother is a form of running away, Sam finds it more and more difficult to quiet the restlessness she feels after living in an island away from civilization for fifteen years.

Konigsburg, E. L. From the Mixed-up Files of Mrs. Basil E. Frankweiler.

When Claudia and Jamie run away to live in the big city museum, they meet some unexpected problems and discover a mystery. Claudia is the manager and organizer of this adventure.

Perl, Lila. That Crazy April.

Cress is trying to sort out her feelings and wants. Her two best friends give her more problems than friendship. Her mother's involvement in the women's movement gets her extra attention, as well as creating conflict.

Sachs, Marilyn. Peter and Veronica.

Peter and Veronica are friends, even though Peter's mother doesn't like the idea of his running around with a girl who isn't Jewish and Veronica's mother doesn't want her to have a Jewish person as her best friend. But scrawny little Peter and hefty tough-girl Veronica aren't going to let something like parents get in their way.

Shotwell, Louisa R. Adam Bookout.

Tired of living with his two aunts, Adam boards a bus for New York. But life with other relatives only brings fresh problems and trouble.

CONFLICTS OF GROWING UP

Burch, Robert. D.J.'s Worst Enemy.

Having a worst enemy is bad enough, but imagine adding to that a tag along small brother with the ability to imitate any kind of sound.

Neville, Emily. It's Like This, Cat.

A girl, a stray tomcat, and a troubled teenage boy make it possible to see "Pop" in a new light.

O'Dell, Scott. Sing Down the Moon.

The relationship between Bright Morning, a Navaho girl, and Tall Boy, the man she expects to marry, is a strong and proud one. Through her eyes we see what can happen to people who are uprooted from their way of life. Although Tall Boy is maimed physically and spiritually, he is still proud and able.

Underwood, Betty. The Tamarack Tree.

Freedom as a woman and a human being are the goals of Bernadette's determination. This is a personal story of self-discovery that exposes society in conflict with human values.

KIDS AGAINST THE ENVIRONMENT

Bradbury, Bianca. Two on an Island.

Being marooned on a small uninhabited island can be a terrifying experience, especially when no one knows you are there.

Brink, Carole R. Baby Island.

When the ocean liner on which they are sailing sinks, four babies are rescued by Jean and Murray Wallace. They take refuge on an island.

Clark, Ann. Along Sandy Trails.

A gentle story of how an Indian girl and her grandmother explore the beauty of the desert.

George, Jean. My Side of the Mountain.

A diary about Sam Gribley, who runs away from home in New York City to the Catskill mountains and survives living by his own resources.

George, Jean Craighead. Julie of the Wolves.

A 13-year old Eskimo girl, rebelling against a home situation she finds intolerable, runs away and faces a struggle for survival.

O'Dell, Scott. Island of the Blue Dolphins.

A truly non-sexist children's classic; winner of a Newberry award. One of the few adventures with an Indian girl as heroine.

O'Dell, Scott. Zia.

A sequel to the Island of the Blue Dolphins — fifteen years later — Karana is still on the island with her "niece" Zia.

Rankin, Louise. Daughter of the Mountain.

A long and hazardous trail in search of her stolen dog leads Momo, a young girl, all the way to Calcutta from her home in Tibet.

Taylor, Theodore. The Cay.

This is a story of the survival of Phillip, a young boy, and Timothy, an old black West Indian. Traveling to the United States to escape the Germans, their freighter is torpedoed and they find themselves together on a small cay.

BEING AFRAID

Hull, E. A Trainful of Strangers.

After eight children spend 45 minutes in a subway car stalled beneath New York City, their feelings about themselves and others change.

Wojcieckowska, Maria. Shadow of a Bull.

The son of a famous bullfighter faces the moment of truth when he decides he must live up to everyone's expectations and follow in his father's footsteps.

TAKING A STAND

Blue, Rose. Grandma Didn't Wave Back.

A touching story about a young girl who watches her beloved grandmother slip into senility. The girl comes to terms with the truth and decides in her own way not to abandon her grandmother -- as she feels her family does.

Carlson, N.S. The Empty Schoolhouse.

Lullah refuses to give in, even when threatened with violence, and wins more than the right to go to the school of her choice.

Cleaver, Vera and Bill. Where the Lilies Bloom.

Mary Call uses her wit to plan how to bring her orphaned Appalachian family out of poverty.

SAMPLE BOOK CARD FORM

Title *Island of the Blue Dolphins*

Author *Scott O'Dell*

Publisher *Dell Publishing Co., Inc.*

Approximate Reading Level *6+*

Brief Summary: *The story of a young Indian girl who becomes stranded on an island after all her people leave to escape danger. Alone, she survives many hardships and dangerous situations.*

Themes

_____People at Work
_____History
_____American
_____Other

_____Famous Author
_____Folk Tales
_____Sports
_____Science

_____Contemporary Fiction
__X__Adventure
__X__Growing Up

Topics for application in a non-sexist reading program

Survival
Division of work
Conflict with old traditions and culture

SAMPLE BOOK CARD FORM

Title *My Side of the Mountain*

Author *Jean C. George*

Publisher *E. P. Dutton and Co.*

Approximate Reading Level *6*

Brief Summary: *Sam Gribley runs away from his home and family in New York City to the Catskill Mountains, where he finds a true rapport with nature. The book is a diary of how he survives for a year, living by his own resources on the site of his great-grandfather's home.*

Themes

_____People at Work
_____History
_____American
_____Other

_____Famous Author
_____Folk Tales
_____Sports
_____Science

__X__Contemporary Fiction
__X__Adventure
__X__Growing Up

Topics for application in a non-sexist reading program

Survival
Civilization and nature in conflict
Self-reliance

SAMPLE BOOK CARD FORM

Title *Julie of the Wolves*

Author *Jean C. George*

Publisher *Harper and Row*

Approximate Reading Level *6*

Brief Summary: *A thirteen-year-old Eskimo girl, Miyax, rebels and leaves a terrible home situation. She becomes lost in the wilderness of Alaska. This is the story of how she survives.*

Themes

_____ People [illegible] Work

_____ History

    _____ American

    _____ Other

_____ Famous Author

_____ Folk Tales

_____ Sports

_____ Science

_____ Contemporary Ficti

X Adventure

X Growing Up

Topics for application in a non-sexist program

Survival
Conflict with old traditions and culture
Division of work
Civilization and nature in conflict

Title *The Cay*

Author *Theodore Taylor*

Publisher *Avon Books*

Approximate Reading Level *6-9*

Brief Summary: *A story of the survival of Phillip, a young boy, and Timothy, an old black West Indian. Traveling to the United States to escape the Germans, their freighter is torpedoed and they find themselves together on a small cay.*

Themes

____ People at Work
____ History
____ American
____ Other
____ Famous Author
____ Folk Tales
____ Sports
____ Science
____ Contemporary Fiction
_X_ Adventure
_X_ Growing Up

Topics for application in a non-sexist reading program

Survival
Racial discrimination
Coping with a handicap
Family conflict

SAMPLE BOOK CARD FORM

Title *Claudia*

Author *Barbara Wallace*

Publisher *Follett Publishing Co.*

Approximate Reading Level *6*

Brief Summary: *Claudia is perfectly happy climbing trees with Duffy, until her mother makes her stop playing with him. Claudia is faced with the conflict of what others expect her to be and what she wants for herself.*

Themes

____ People at Work
____ History
____ American
____ Other
____ Famous Author
____ Folk Tales
____ Sports
____ Science
_X_ Contemporary Fiction
____ Adventure
_X_ Growing Up

Topics for application in a non-sexist reading program

Breaking out of stereotypes
Conflict of kids and adults
Conflict of kids and kids
Taking a stand
Choosing friends
Sibling relationships

ACTIVITY 1

Claudia

AUDIENCE: *Upper elementary students*

OBJECTIVE: *After hearing two passages from Claudia, the student discusses and writes about conflicts that arise when adults expect certain behavior from boys and certain behavior from girls*

MATERIALS: *One copy of Claudia, by Barbara Wallace;*[1] *copies of "What Do You Think?" page 245*

TIMING: *45 to 60 minutes*

HOW TO USE:

1. *Read to the students the following selection from Chapter 2 in Claudia:*[2]

> *A man, probably the floor manager, stood near the counter taking notes in an impressively large and black notebook. The notebook seemed almost to be growing from him, a natural out-cropping of his tight black suit, and his pencil bore down harder on it when he saw Claudia fingering the sailboats. Claudia knew that he was watching them even though his head remained directed toward the notebook.*
>
> *The boats were slick and beautiful, with smooth white hulls, shiny varnished decks and seaworthy sails. Claudia spent so much time examining one that Duffy moved on without her. When she finally set the boat down, she saw that Duffy was over looking at the dolls. Sidling over to him she whispered through clenched teeth, "What are you doing? Do you want to get contaminated?"*
>
> *"I like dolls," Duffy said.*
>
> *"You what!" screeched Claudia.*
>
> *"I like dolls," said Duffy. "What's wrong with your ears?"*
>
> *"You mean dolls? Any dolls? Doll Dolls?" Claudia stared at him in complete disbelief.*
>
> *"Well, not any dolls, Claudia. Mostly boy dolls. Like that boy doll I have with all the army and navy stuff. Then I have the troll. I don't know if you'd call that a doll."*
>
> *"How come I've never seen those dolls?" asked Claudia, narrowing her eyes suspiciously.*

---

1. *Please refer to Bibliography for Students, page 253.*
2. *Reprinted from Claudia by Barbara Wallace, copyright 1969, by permission of Follett Publishing Company, a division of Follett Corporation.*

"You have seen them," replied Duffy with a resigned sigh.

"Oh," said Claudia, remembering that she had. "Doesn't your mother mind you having dolls?"

"I guess not. She got them for me."

"I wonder if my mother would ever get me a football helmet or anything like that."

"I don't think so," said Duffy.

"No she'd probably think it would make me grow up to be a football player, you know."

2. Discuss the following questions:
   - Would your parents encourage a son to play with dolls?
   - Would your parents encourage a daughter to play football?
   - Should there be toys for boys and toys for girls?
   - How would you like to be told you were not allowed to play certain games? with certain toys?
3. Read the following passages from Chapter 7 in Claudia:

Finally she broke her own silence. "Things always have to change. Everything always has to change."

"Everything doesn't change, sport," David said. "And it would be pretty boring if some things didn't, wouldn't it?"

"But why is it when things change, it's always to get worse?"

"Heck, Claudia, that's a pretty crazy thing to think. Maybe it's just that those are the only changes you're noticing right now."

"Maybe," Claudia said. "But why do people have to change?"

"Some people don't. Kids grow up, though, and that's changing. Is growing up what you're talking about?"

"I guess so."

"I don't think growing up is a bad change. You wouldn't want to stay a kid all your life, would you?"

"I guess not. But why does everyone have to grow up exactly the same way?"

"I wasn't aware that everyone had to."

"That's because you're a boy and you can grow up the way you want to. You can even smoke a pipe and no one says anything!"

"Were you planning to take up pipe-smoking?" David asked.

Claudia gave an impatient sigh. "What I'm trying to say is why can't I play with Duffy? Why can't I grow up the way I want to? Why . . . why . . . why do I have to walk up the stairs the way Janice does!"

4. *Discuss the following:*
   - *The selection says, "That's because you're a boy and you can grow up the way you want to." Do you think this is true?*

5. *Divide the group into pairs and give each pair time to complete a copy of "What Do You Think?" They must complete the section for boys and the one for girls. After these sheets are completed, bring the group back together. Have the students discuss their entries on the papers.*

   Try to get the group to make some generalizations based on their answers.

WHAT DO YOU THINK?

Things that boys are encouraged to do	Reasons why	What do you think?
Things that girls are encouraged to do	**Reasons why**	**What do you think?**

ACTIVITY 2

Survival

AUDIENCE: *Upper elementary students*

OBJECTIVE: *After reading four books about survival, the student identifies those characteristics and abilities which enable both male and female characters to fend for themselves in a survival situation*

MATERIALS: *Enough copies of each of the following books so that each quarter of the group will have a different book.*[1] *This puts sharing of the materials on a rotation system.*

Island of the Blue Dolphin by Scott O'Dell
The Cay by Theodore Taylor
Julie of the Wolves by Jean C. George
My Side of the Mountain by Jean C. George

Copies of "Reading Guide," page 247.

HOW TO USE:

1. *Independent reading: All students must read all four of the books. Equitable arrangements for sharing reading materials should be set up to meet the needs of the group. As the students read the books, they should complete a "Reading Guide" sheet for each book. These will be helpful to the student during discussions and will be needed for the last part of the activity. The teacher should go over the headings with the group so all students have the same interpretation for each category listed.*
2. *Group discussion: After the students have read the four books begin group discussions. The amount of time spent on this should be determined by the teacher.*

   Phase one of the discussion involves the individual books and the "Reading Guides" completed for each book. Each book will require about two 45-minute sessions: one for plot, setting, and other points the teacher wishes to make; one for analysis of of the main character. In discussing the characters, stress those traits which relate directly to the survival factor.

   After the group has discussed individual books to the teacher's satisfaction, proceed to phase two. Cut the "Reading Guides" along the line between character and situation. Mix characters from one book with the situation of another. As a group, discuss how well each character would survive in another situation and why. What was important to survival in each situatio Does the character in question have what is important? Does the main character lack anything important? Does the person's sex have anything to do with her or his ability to survive?

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[1] *Please refer to Bibliography for Students, pages 248-253.*

It is also logical to get into a discussion of work and training for work. Both female characters were raised in cultures with clear taboos about man's work and woman's work. In order to survive, the girls, though afraid, violate those taboos. There are many points to discuss here, but hopefully the conclusion will be similar to that voiced by a student in a recent group. When asked if the group could draw any conclusions about work, she replied, "Yes, all societies have work that must be done. It must be divided up and each society does that. But how it's divided up shouldn't matter. What's important is that the work gets done."

READING GUIDE

Title ______________________________ Name ______________________________

Main Character ______________________ Date ______________________________

Main Character's Traits

Emotional Strength of Character	
Physical Characteristics	
Mental Abilities	
Accumulated Knowledge	

Situation presented in the plot:

How well did the main character(s) deal with the situation?

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SAMPLE MATERIALS: SECONDARY

Sex Fairness in the Classroom

The final measure of any educational program is how much it benefits the children who study in a school system. Becoming Sex Fair is designed to help each child understand that one's gender need not be a restriction on what a person wants to do now or hopes for from the future. To remove sexism from the curriculum and bring about meaningful, positive change, the teacher must have administrative support as well as the necessary materials.

For these reasons, the following pages are the heart of Becoming Sex Fair. Here you'll find the teaching materials and ideas to help you make sex fairness a reality in every classroom, from kindergarten to twelfth grade.

But how, you might wonder, were these materials developed?

Teams of teachers from the Tredyffrin/Easttown School District in Berwyn, Pennsylvania, worked together to review the curriculum, teaching methods, and textbooks for the subjects they taught. They identified sexism wherever they saw it. They read outside sources and looked over sex fair materials available from publishers. They developed activities and strategies to help children see and act beyond stereotypes. They tested these ideas in their classrooms. Finally, when they were satisfied that their activities promoted sex fairness, they wrote down their best results to share with teachers across the country. You have those results before you in this book.

Here are some of the principles behind the activities and strategies which follow:

- All materials are meant to supplement, not replace, the present curriculum
- Each activity is designed to be practical, explicit, and complete so that another teacher of the subject can use the same activity easily
- Flexibility is built in to allow other teachers to change or adapt the activity for their special needs
- In skill-teaching subjects, such as math, typing, or reading, activities fit into the learning sequence while reinforcing the skill
- All ideas are inexpensive to implement; most cost nothing

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In other words, written for teachers, by teachers, the activities are designed to work in the classroom for the benefit of the student.

You'll notice a variety of approaches from one subject to another. This variety reflects the diversity and creativity of the many teachers who contributed to the program. For example, the secondary math teachers developed a series of "Personalities in Math" -- sketches of real men and women using higher math in their careers and daily lives. The elementary language arts teachers, on the other hand, devised many different activities so that young students could have many different experiences with sex fairness. Each subject, then, bears the stamp of the individual teachers who worked on it. You'll want to study the chapter on your own subject in depth and apply many of the suggestions to your classes; but you'll also want to glean pertinent concepts from teachers of other subjects. If there is not a specific section written about the subject you teach, simply refer to related subjects, in which you're likely to find a wealth of applicable ideas.

Although there are nearly as many different approaches as there are subjects, you'll find these similarities in organization for each subject:

1. Introduction. Each section begins with a general introduction, with remarks about problems in sexism specific to that subject.

2. Notes to the Teacher. Here you'll find the activities, ideas, suggestions, and intervention strategies with which to counter sexism in your subject.

3. Bibliographies and Resources. For many subjects, the teachers who wrote a particular section provide reference lists you can turn to for more information.

These are the secondary subjects which are discussed in this section:

American History
Art
Business Education
Foreign Language
Home Economics
Literature
Mathematics
Music
Science

AMERICAN HISTORY

Most textbooks overlook or slight the contributions of women. Consider, for example, women pioneers, social reformers, and cultural leaders who have had an impact on our past yet are seldom mentioned in historical accounts. Should they not be included in the curriculum, just as presidents and famous generals are? By discussing a greater variety of people, you can help students understand the many different forces -- large and small -- that have had some part in shaping history.

How can you restore this portion of "lost history" to your curriculum? The first step is to educate yourself about which women have had an impact and when. Many of the ideas, activities, and suggested resources which follow will help you establish where and how you can bolster your teaching with facts about women. The second step is to add the information so that it fits in smoothly with your general teaching approach. For example, you may teach some topics chronologically and other topics conceptually. Both approaches are discussed here, followed by specific examples of how, for either approach, you can easily add pertinent information about women.

The object is not to change what you teach, but to add to it. When you think of all the people -- both important and insignificant -- who have made an imprint on history, you will want to be certain that you don't exclude a group which makes up more than fifty percent of the world's population.

BECOMING SEX FAIR

From the press of Mary Katherine Goddard in January, 1777, came the first printed copy of The Declaration of Independence which included the names of the signers.

Notes to the Teacher

The materials which follow suggest many specific ideas and strategies you can use to integrate women's contributions into an American history curriculum. Here's how the information is organized:

The Chronological-Content Approach. Suggests ways to incorporate facts about women into a chronological sequence.

The Concepts Approach. Illustrates how to add information about women to two sample concepts.

Seven Activities. Presents specific assignments, from writing historical diaries to analyzing filmstrips.

Women in American History: 1787-1877. Lists many different women and how they affected American history.

Bibliography. Lists publications, filmstrips, and other sources about women in social studies.

All of these are geared to help remove sexism from the American history curriculum.

THE CHRONOLOGICAL-CONTENT APPROACH

Most social studies teachers use some form of the chronological-content approach to their subject. This should pose no great problem to revising curriculum, because factual information serves as the starting point. Without facts, the higher forms of thinking processes are worthless. Therefore, we must get the facts straight before we can stress more complex thinking skills, such as evaluation, synthesis, and analysis.

As you add noted women to your curriculum, you can use teaching strategies similar to what you've always used. Only the resources needed will be different. In the materials which follow, you'll find a list of such resources, as well as a number of suggested classroom activities for incorporating women's contributions into the chronology of history.

Following are some specific suggestions to help you supplement units you are now teaching. You may also wish to create a new unit about women's contributions.

Political History

Most American history courses focus on politics, beginning with the formation of the United States, the Articles of Confederation, and the Constitution of the United States. This poses a problem for history teachers, because women generally have been excluded from the American political scene.

When we teach about subjects such as the Constitution, we must remember to show the struggles for political power, as well as name both men and women who achieved power. For example, the history of women working for the right to vote culminated in the passage of the Nineteenth Amendment in 1920, but the work of women for this goal stretches back to the late 1700s. This area of political history could be emphasized more with greater discussion of important leaders in the women's suffrage movement, such as:

Susan B. Anthony
Amelia Bloomer
Angelina and Sarah Grimké
Julia Ward Howe
Elizabeth Cady Stanton
Lucy Stone
Victoria Woodhull

When we discuss people in politics, we should include people such as Frances Perkins, Eleanor Roosevelt, Margaret Chase Smith, and Mary McCleod Bethune. You can find many more eminent women listed in sources like Notable American Women, edited by Edward T. James et al.[1]

In addition, when we discuss presidential politics, we can call attention to the role of the First Lady. First Ladies such as these contributed much to their husbands' campaigns and administrations:

Abigail Adams
Florence Kling Harding
Lou Henry Hoover
Dolley Payne Madison
Eleanor Roosevelt
Mamie Doud Eisenhower

When you assign research on political topics, be certain your list of possible subjects includes women like these.

Westward Expansion

In a unit on westward expansion and manifest destiny, there are many opportunities to study women who were missionaries, Mormons, Indians, Indian captives, explorers, travelers and ranchers. In this way, the westward movement can be presented as a total picture of people moving west and settling new areas, not just of men on the frontier.

Indian heroes like Sacajawea and Pocahontas are usually listed in American history, but shouldn't we also add those women who helped settle the frontier and wrote about their experiences? Abigail Scott Duniway, for example, described life in Oregon. When we talk about colorful characters on the frontier, we must not forget people like Annie Oakley or Belle Starr. More information about women on the frontier can be found with little difficulty in different sources.

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[1] *Please refer to the Bibliography, page 281.*

The Civil War

There are many women of the Civil War period who were important to their times. From the abolition movement to the action behind the lines, we find women contributing to the history of this period. When discussing slavery as an underlying cause of the Civil War, we must include the abolitionists who have been considered a cause of the war because of their radical ideas.

Among the abolitionists involved in the sectional conflict are:

Angelina and Sarah Grimké
Lucretia Mott
Lucy Stone
Harriet Beecher Stowe
Harriet Tubman
Sojourner Truth
Frances Kemble
Charlotte Forten Grimké

Although nearly 400 women, using disguises, served in the armed forces, most other women worked as nurses, spies, camp followers, or office workers. Some noted army nurses of the period were Mary Bickerdyke, Clara Barton, Sally Tompkins and Dorothea Dix, who was appointed Superintendent of Nurses.

Women were also important as spies for both sides. Rose O'Neal Greenhow and Belle Boyd spied for the Confederacy, while Pauline Cushman, Elizabeth Van Lew, and Harriet Tubman gathered information for the Union.

Because there were few male civilians, women were essential in government jobs. These women were called the "government girls."

A resource for this period is The Woman in American History, by Gerda Lerner.[1]

Social and Cultural Reform

Another way to weave women into the cloth of history, in addition to creating special units on women's history, is to develop a unit on social and cultural reform, an area where women were leaders.

Women played major roles in the reform of our educational systems and prisons, in improving the treatment of the mentally ill and the poor, and in the temperance movement. Some of these movements, such as abolition and women's rights, can be taught in other units, also.

Educators who made contributions are:

Emma Hart Willard
Frances Wright
Catherine Beecher
Susan B. Anthony
Mary Lyon
Elizabeth Blackwell
Mary McCleod Bethune
Mary Church Terrell

Dorothea Dix led reformers for mental health and prisons. The settlement of freed slaves and poor people was a movement with many women leaders, among them Jane Addams and Josephine Griffing. Women have also been prominent in Indian reform, in labor and peace groups, and as leaders in social and civil reforms.

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[1] *Please refer to the Bibliography, page 281.*

In the arts, too, we find many women in the performing arts, as well as in fine arts, music, and literature. Notable American Women, edited by Edward T. James et al.,[1] lists many such contributors.

Female scientists and inventors are more difficult to find, but the information is there for the persistent researcher.

THE CONCEPTS APPROACH

When you use a conceptual framework, women can be incorporated into the units without many problems. Depending on the concept, both men and women can be treated within the definitions and generalizations. Following is a partial list of concepts; there are many others you may wish to use.

Key Concepts:
- Power
- Interdependence
- Interaction
- Identity
- Culture
- Conflict
- Continuity
- Causation
- Inquiry
- Valuing

How can these concepts be used to incorporate the history, contributions, and struggles of women into the mainstream of American history? Below are two of these concepts -- power and conflict -- detailed to show one way to integrate women into the history curriculum.

Concept: Power

Definition: Power is the intentional influence of individuals or groups over the beliefs and behaviors of others.

Guidelines for analysis:
- What is the basis for power?
- What are the effects of power?
- What kinds of power are there?
- Once power is applied, to what degree is it accepted?

Generalizations: People organize themselves into groups in order to exert influence on the social, economic, and political structures.

All persons and all groups are potential wielders of power.

All societies attempt to resolve power conflicts in a variety of ways.

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[1] *Please refer to the Bibliography, page 281.*

Questions: How have women gained various degrees of influence, control, and authority over the problems they have faced in:

- Education?
- Organizations?
- Jobs and salaries?
- Voting rights?
- Changing cultural patterns?
- Legislation?

What leaders can be found in these fields? What groups have been successful in gaining power? What strategies and tactics were most successful?

What individuals or organizations, practices or traditions have kept power away from women, either individually or collectively?

Concept: Conflict

Definition: Conflict is the struggle within an individual, between individuals, or between groups in which the greatest satisfaction of desires, beliefs or goals is sought.

Guidelines for analysis:
- What are reasons for conflict?
- What kinds of conflict exist?
- Who takes part in conflict?
- What are the consequences of conflict?
- How are conflicts resolved?

Generalizations: Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

The solution of important human problems tends to require human beings to engage in joint effort.

In every society, individuals and groups disagree over some societal goals and directions, over how aims will be achieved, and over the enforcement of standards of behavior.

The more complex society is, the more cooperation is required.

Questions: What conflicts that involve women have we seen in history? For example:

- Abolition - -
  - Leaders?
  - Groups?
  - Opposition?
- Voting rights - -
  - Leaders?
  - Opposition?
- Temperance Movement - -
  - Leaders?
  - Opposition?

What individuals and groups have been in conflict with the theories and principles of women and women's movements?

This method may be applied to the other concepts listed above or to any other concepts chosen for a curriculum.

ACTIVITY 1

Women in American History

AUDIENCE: *Secondary students*

OBJECTIVE: *The student identifies the answers to questions about women and the role of women in American history*

MATERIALS: *Copies of "Women in American History Test"*

TIMING: *40 minutes*

HOW TO USE:

1. *Give the test as a pre-test at the beginning of the year to diagnose problems and weak areas for future study.*
2. *Use the test again at the end of the year as a measure of what has been learned in reviewing information that has been taught.*

OTHER USES:

- *Have each student select one of the questions as a topic for a research paper.*

WOMEN IN AMERICAN HISTORY TEST[1]

________ 1. What amendment to the United States Constitution gave women the right to vote? (A) Equal Rights Amendment (B) Bill of Rights (C) Nineteenth Amendment (D) Fifteenth Amendment

________ 2. Who was the Indian woman who acted as interpreter for the Lewis and Clark expedition to the Pacific? (A) Sacajawea (B) Liliuokalani (C) Hiawatha (D) Winema

________ 3. Who was the first American to be named a Catholic saint in 1975? (A) Antoinette Brown Blackwell (B) Elizabeth Seton (C) Lucy Stone (D) Clara Barton

________ 4. When have the largest percentage of women been represented in the American labor force? (A) after the Civil War (B) during World War I (C) during World War II (D) at the present time

________ 5. Who was appointed Superintendent of Women Nurses for the United States Army during the Civil War and single-handedly carried on a one-woman campaign for the reform of the penal system and on behalf of the mentally ill? (A) Dorothea Dix (B) Clara Barton (C) Mary Ann (Mother) Bickerdyke (D) Mary McLeod Bethune

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[1] *Adapted from Herstory game, Bibliography, page 282.*

_______ 6. Who was Sojourner Truth? (A) Revolutionary War heroine (B) interpreter for Lewis and Clark expedition (C) black abolitionist and feminist before and during the Civil War (D) first ordained female minister

_______ 7. What organization was primarily responsible for the passage of the Eighteenth Amendment, prohibiting alcoholic beverages? (A) National Organization for Women (B) Women's Equity Action League (C) Women's Christian Temperance Union (D) National American Woman Suffrage Association

_______ 8. Who was the author of Little Women? (A) Louisa May Alcott (B) Julia Ward Howe (C) Elizabeth Cady Stanton (D) Mary McLeod Bethune

_______ 9. In what year did Congress pass a law requiring the four major military academies (Military Academy, Naval Academy, Air Force Academy, and the Coast Guard Academy) to admit women? (A) 1865 (B) 1945 (C) 1968 (D) 1975

_______ 10. Who was the first woman in colonial America to challenge the belief that women were inferior to men? She was found guilty of heresy and was banished from the Massachusetts Bay Colony in 1637. (A) Anne Hutchinson (B) Abigail Adams (C) Jane Addams

_______ 11. Where was the first women's rights convention held (in 1848)? (A) Seneca Falls, New York (B) Boston, Massachusetts (C) Montgomery, Alabama (D) Philadelphia, Pennsylvania

_______ 12. Typical studies for girls in the early 1800s included all of the following except: (A) embroidery (B) science (C) dancing (D) French

_______ 13. What territory passed a law giving women a right to vote in 1869, the first such action in the history of America? (A) Utah (B) Wyoming (C) Massachusetts (D) Colorado

_______ 14. What were the people who worked for votes for women called? (A) suffragists (B) feminists (C) abolitionists (D) freedom fighters

_______ 15. Who is the author of the "Battle Hymn of the Republic"? (A) Emma Abbott (B) Julia Ward Howe (C) Amy Fay (D) Selma Kronold

__________ 16. Who was known as the "Bandit Queen" of the Southwest? (A) Belle Starr (B) Dale Evans (C) Mae West (D) Amanda Blake

__________ 17. Who was the first woman to swim the English Channel in 1926? (A) Gertrude Ederle (B) Annette Kellerman (C) Esther Williams (D) Eleanor Holm

__________ 18. In 1976 what percentage of the registered voters in the United States were women? (A) less than 20% (B) 37% (C) 46% (D) 52%

__________ 19. Who was the founder of the Red Cross in America? (A) Florence Nightingale (B) Emma Goldman (C) Clara Barton (D) Dorothea Dix

__________ 20. Who was the black woman who helped many slaves escape to freedom before and during the Civil War? (A) Sojourner Truth (B) Harriet Beecher Stowe (C) Phillis Wheatley (D) Harriet Tubman

__________ 21. Who was the first woman tennis player to earn more than $100,000 in one year? (A) Evonne Goolagong (B) Billie Jean King (C) Chris Evert (D) Margaret Court

__________ 22. Who was the young woman who made a midnight ride to summon militia to the relief of Danbury, Connecticut, in April 1777? (A) Sybil Ludington (B) Margaret Cochran Corbin (C) Betsy Ross (D) Molly Pitcher

TRUE OR FALSE:

__________ 23. The United States was the first country to grant women the right to vote in 1920.

__________ 24. No woman has ever served in the President's cabinet.

__________ 25. Is it true that Betsy Ross made the first U.S. flag?

Key: 1-C; 2-A; 3-B; 4-D; 5-A; 6-C; 7-C; 8-A; 9-D; 10-A; 11-A; 12-B; 13-B; 14-A; 15-B; 16-A; 17-A; 18-D; 19-C; 20-D; 21-B; 22-A; 23-F; 24-F; 25-F.

ACTIVITY 2

Diary of Pioneer Life

AUDIENCE: *Secondary students*

OBJECTIVE: *The student writes a fictional diary of the events and problems the pioneers faced as they crossed the continental United States*

MATERIALS: *A sample diary, to give the students an idea of daily entries in a journal; and a map which shows the physical features of the United States, to illustrate the various barriers to settlement*

TIMING: *2 or 3 hours during a week*

HOW TO USE:

1. *Give all the students an opportunity to study the map and plot a trip from coast to coast. They should note key spots where they would be stopping for extended periods.*
2. *The students should begin their journals from a spot on the East Coast and make daily or weekly entries, depending on time allotted.*
3. *When the journals are complete, have the students orally summarize the most important events related to the trip. Did most people, both men and women, face the same hardships? Did they deal with them in different ways? Why? These questions could lead to an extended discussion.*

OTHER USES:

- *Have the girls write as if they were male pioneers and have the boys write as if they were female pioneers.*

COMMENTS:

- *This activity could be used primarily to teach about the barriers to westward settlement. With the appropriate questions, it is also a good activity to show that both men and women helped settle the West.*

ACTIVITY 3

Presidents and First Ladies

AUDIENCE: *Secondary students*

OBJECTIVE: *The student researches the lives of one selected President and one First Lady and writes a one-page report on the important events and accomplishments in the lives of each*

MATERIALS: Some good sources for research are these:[1]

Dictionary of American Biography, *Notable American Women*, *Who Was Who in American History*, *Current Biography*, and selected individual biographies

TIMING: 2 or 3 hours during a week

HOW TO USE:

1. From a list, students select one United States President and the corresponding First Lady.
2. Students research the accomplishments and problems of that presidential administration and the personal background and the amount of influence the First Lady had on the President. In what events and programs did the First Lady participate actively?
3. Reports can be summarized and presented orally to give students experience in talking to a group.

OTHER USES:

- The research skills can carry over to many other social studies projects. A question for students: To what extent has the role of the First Lady become more important in recent presidential administrations?

ACTIVITY 4

Pioneers

AUDIENCE: Secondary students

OBJECTIVE: The student writes a research paper concerning the major events in the life of a specific pioneer

MATERIALS: A variety of library research materials are available, such as these suggested sources:[2]

Dictionary of American Biography, *Notable American Women*, *Who's Who*, *Current Biography*, *Annals of America*, *The Women in American History*, *Women of the West*, *Herstory* (game book)

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[1] Please refer to Bibliography, page 281.

[2] Ibid.

TIMING: *2 or 3 hours during a week*

HOW TO USE:

- *From a list of explorers and pioneers, have students select one and write a research report.*

  Christopher Columbus
  Sacajawea
  Narcissa Whitman
  Lewis and Clark
  Zebulon Pike
  Saint Frances Cabrini
  Alice Seymore Frame
  Stephen Austin
  Mother Mary Bridget Hayden
  Daniel Boone
  Jim Bowie
  Jean MacKenzie
  Davy Crockett
  Sarah Miner
  Kit Carson
  Mary Reed
  Jim Bridger
  Eliza Spaulding
  Jedediah Smith
  Eliza Smith
  Bill Cody
  Emma Hale Smith
  James Cook
  Ann Eliza Young
  Leif Erikson
  Hannah Duston
  Ponce De Leon
  Olive Oatman
  John Smith
  Sarah Kemble Knight
  Brigham Young
  Annie Smith Peck
  John Sutter
  Fannie Workman
  Donner Party
  Cynthia Parker
  Marcus Whitman
  Abigail Duniway
  Pierre Desmet

OTHER USES:

- *This activity could be incorporated into any unit, listing different individuals.*

COMMENTS:

- *This activity assumes that the students have already learned research procedures.*

ACTIVITY 5

Vocabulary

AUDIENCE: *Secondary students*

OBJECTIVE: *The student defines a list of words related to the reading "Social History of Women 1800 to 1850"*

MATERIALS: *"Social History of Women 1800 to 1850," Perceptions Module 4, Identity: Female, by Vana Earle et al.*[1]

TIMING: *40 to 80 minutes*

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[1] *Please refer to Bibliography, page 282.*

HOW TO USE:

1. *Give the students the following list of words to define and use in sentences:*

   temperance
   suffrage
   abolition
   lucrative
   innate
   sphere
   compensation
   unsullied
   feminist
   asylum
   embodied
   gender
   piety
   submissiveness
   domesticity
   oratorical
   prosperity
   emancipation

2. *After the students define the words, have them read the pamphlet "Social History of Women 1800 to 1850." Some of the words in the reading are the vocabulary words.*
3. *Question the students about their understanding of the content and the meanings of related words.*

COMMENT:

- *The vocabulary work makes reading and discussing the pamphlet more meaningful.*

ACTIVITY 6

Filmstrips

AUDIENCE: *Secondary students*

OBJECTIVE: *The student views a filmstrip and answers questions about the westward movement of men and women*

MATERIALS: *Women in American History, No. 2, "After the Revolution";*[1] *copies of "What to Look for in 'After the Revolution'"*

TIMING: *50 to 100 minutes*

HOW TO USE:

1. *Before viewing the filmstrip, ask these questions: Why did people move west? Why types of people moved west? What were they looking for? What types of jobs did settlers do?*
2. *Hand out copies of "What to Look for in 'After the Revolution.'"*
3. *Tell the students to complete the answers as they view the filmstrip.*
4. *After viewing the filmstrip, discuss its strong and weak points with the students. Ask these questions: What did you like and dislike about the filmstrip? Did you notice any people moving west whom you might not have included before viewing? What reasons did people have for moving west? How were women treated in pre-Civil-War America? Was equality for men and women an issue during this time? To what extent were they equal?*

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[1] *Please refer to the Bibliography, page 282.*

OTHER USES:

- *All six filmstrips in Women in American History can be used with this format. Questions related to the content of each filmstrip can be developed. Sample questions for two of the other filmstrips in the series, "Slavery and Suffrage" and "Reformers," are on pages 274-275.*

WHAT TO LOOK FOR IN "AFTER THE REVOLUTION"

1. Who went west?
2. Why did people move?
3. When did the migration begin?
4. When and where was gold found?
5. What problems did pioneers have?
6. What types of lives did pioneers face?
7. What was considered women's work?
8. What type of women were most desirable in the West?
9. What inventions made factories important?
10. How did women view working in the factories?
11. How long did people work? How much were they paid? Who got less pay?
12. How were sick workers treated?
13. Why didn't factory workers try to get better educations?
14. Who started the Female Labor Reform Association?
15. When was the cotton gin invented? What did it do?
16. Who profited from slavery?
17. Who was called "the Moses of her people"?
18. What was the network of helpers for runaway slaves called?
19. What were the hiding places called?
20. How were Southern white women treated? What jobs did they perform?

WHAT TO LOOK FOR IN "SLAVERY AND SUFFRAGE"

1. What was slavery destined to do?

   a. Split the American nation
   b. Help the United States grow cotton
   c. Provide free labor for all people

2. When did abolition become a widespread movement?

3. Who were the two sisters who spoke out against slavery, even though they were pressured not to?

   a. The Smiths
   b. The Tubmans
   c. The Grimkés
   d. The Stantons

4. Theodore Weld said that women were pushing ____________________ rights over ______________________ rights.

5. What frequently happened at anti-slavery meetings?

6. What happened to the women who attended the World Anti-Slavery Convention in London (1840)?

7. Where was the first women's rights convention held (1848)?

8. Who wrote a declaration of sentiments and resolutions?

   a. Louisa May Alcott
   b. Elizabeth Cady Stanton
   c. Harriet Tubman
   d. Clara Barton

9. Where were other conventions about women's rights held?

10. Who wrote a famous marriage agreement?

11. What famous book was published in 1852?

12. Who wrote it?

13. Where did women work during the Civil War?

14. Who spoke out for women's voting rights after the Civil War?

15. After the Fourteenth Amendment, what three groups were still denied the vote?

16. Name one woman who organized the National Woman Suffrage Association.

17. In 1900, who spoke out about women's rights and suffrage?

a. Sarah Grimké
b. Lucretia Mott
c. Carrie Chapman Catt
d. Jane Addams

18. By 1914, how many western states had given women the right to vote?

19. What major event happened in 1917?

20. How many women were taken to jail in their protest over the vote in 1917?

21. What happened on January 10, 1918?

22. What amendment gave women the vote?

WHAT TO LOOK FOR IN "REFORMERS"

1. During what years was America growing the most?
2. What connected America from one end to the other?
3. Most immigrants came from what area?
4. Name two cities where many immigrants settled.
5. What did reformers fight for? Better ______________________.
6. How many of the residents in New York City were foreign-born and poor?
7. Who was the first woman doctor in the United States?
8. What did this doctor want to teach women in the slums of New York City?
9. What hospital did the early women doctors open in New York City?
10. When was the first medical college for women opened?
11. Who worked for increased awareness about birth control?
12. Who opened a settlement house in Chicago?
13. What was the name of that house?
14. Name an activity that was carried on by this settlement house.

15. What job did Jane Addams apply for in Chicago?

16. What else did Jane Addams fight against?

17. What were some problems with the factories in the 19th century?

18. In the early 1900s, what group came into existence to get more rights for workers?

19. What woman became best known in women's labor movements?

20. Where did Mother Jones help miners in their strike for fair labor standards?

ACTIVITY 7

Bulletin Boards

AUDIENCE: *Secondary students*

OBJECTIVE: *The student designs and constructs bulletin board displays showing women's achievements in American history*

MATERIALS: *Emerging Woman*[1] *(posters), parts 1 and 2, or drawings of women contributing to the development of America*

TIMING: *30 to 60 minutes*

HOW TO USE:

1. *If Emerging Woman is available, have the students examine the posters and discuss the roles of women in American history as depicted in the posters. Also have the students design and construct bulletin board displays using the posters.*
2. *As an alternative to Emerging Woman, have the students do library research on the roles of women in American history and prepare drawings of women contributing to the development of America. Have the students design and construct bulletin board displays using these drawings.*

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[1] *Please refer to Bibliography, page 282.*

WOMEN IN AMERICAN HISTORY: 1787-1877

The following list of women who have made contributions to American history should be helpful to those teaching American history for the period 1787-1877. The list can be expanded to include women from other periods. Useful sources are Notable American Women, edited by James et al., Women in American History, by Lerner; and the Herstory game book.[1]

This list should provide a base of information from which to draw when developing sex fair activities and lessons. This is a primary step in adding noted women to history lessons. Additional sources are listed in the bibliography.

Writers

Sarah Hale (1788-1879): *writer, "Mary Had a Little Lamb"; editor of Godey's Lady's Book (circulation 150,000); advocate of higher education for women*

Amelia Bloomer (1818-1894): *editor and dress reformer*

Lydia Maria Child (1802-1880): *novelist, The Frugal Housewife and Mother's Book; abolition movement activist*

Louisa May Alcott (1832-1888): *novelist, Little Women*

Jane Swisshelm (1815-1884): *outspoken Minnesota newspaper editor*

Harriet Beecher Stowe (1811-1896): *antislavery writer, Uncle Tom's Cabin*

Education

Abigail Adams (1744?-1818) and

Judith Sargent Murray (1751-1820): *advocates of higher education for women*

Emma Hart Willard (1787-1870): *prominent educator*

Frances Wright (1795-1852): *innovative educator*

Catharine Beecher (1800-1878): *teacher educator in Connecticut who provided for a much stronger program*

Susan B. Anthony (1820-1906): *advocate for equality of women in the teaching profession who felt equal pay would upgrade the entire profession*

Mary Lyon (1797-1849): *founder of Mount Holyoke College*

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[1] *Please refer to Bibliography, pages 281-282.*

Professions

Elizabeth Blackwell (1821-1910): *first woman admitted to medical school in the United States; founder of the New York Infirmary for Women and Children in 1857*

Maria Mitchell (1818-1899): *astronomer who discovered a comet; first woman elected to Academy of Arts and Sciences in 1848*

Margaret Fuller (1810-1850): *lecturer; critic; reporter*

Industry

Sarah Bagley (fl. 1835-1847): *founder of the Lowell Female Labor Reform Association; first woman trade union leader and industrial reformer*

Frontier

Abigail Scott Duniway (1834-1915): *writer of frontier life; woman suffrage activist in northwestern United States*

South

Catherine Ferguson: *former slave; founder of a school for poor children in New York City in 1793*

Harriet Tubman (1820-1913): *fugitive slave and rescuer of slaves; Civil War scout and nurse*

Sojourner Truth (c. 1797-1883): *abolitionist and reformer; former slave*

Reform and Welfare

Dorothea Dix (1802-1887): *campaigner for the reform of the penal system; crusader for the humane treatment of the mentally ill; Superintendent of Nurses for the United States Army in 1861*

Antislavery Movement

Lucretia Mott (1793-1880): *Quaker minister; founder of the Philadelphia Female Anti-Slavery Society; pioneer in the movement for women's rights*

The Grimké Sisters (Sarah and Angelina, 1792-1873 and 1805-1879): *Southern abolitionists; speakers and writers for the American Anti-Slavery Society; crusaders for women's equality*

Women Who Wrote about Equality

Frances Wright (1795-1852)

Frances Kemble (1809-1893)

Sarah Grimké (1792-1873)

Elizabeth Cady Stanton (1815-1902): *Worker for women's equality who made first resolution of women's voting rights July 19, 1848, Seneca Falls Convention*

Margaret Fuller (1810-1850): *author, Woman in the Nineteenth Century*

Susan B. Anthony (1820-1906): *Women's rights activist who met Elizabeth Cady Stanton in 1851; her ideas and Mrs. Stanton's laid the groundwork for the twentieth century women's movements and eventual passage of the Nineteenth Amendment*

Lucy Stone (1818-1893): *Oberlin College graduate; feminist before becoming an abolitionist; author, The Woman's Journal*

Antoinette Brown (1825-1921): *first ordained female minister in the United States*

Civil War

(The Civil War drew many women out of the home. Women became involved in relief work, hospitals, office work, government service, retail trade.)

Mary Bickerdyke (1817-1901): *famous Army nurse*

Clara Barton (1821-1912): *nurse who set up American and International Red Cross*

Sally Tomkins (1833-1916): *Confederate nurse*

Sarah Emma Edmonds (1841-1898): *female Union soldier*

Spies

Rose O'Neal Greenhow (c. 1815-1864): *Confederate*

Belle Boyd (1844-1900): *Confederate*

Pauline Cushman: *Union*

Elizabeth Van Lew (1818-1900): *Union*

Harriet Tubman (1820?-1913): *Union*

Women in Government Jobs

Josephine Griffing (1814-1872): *relief worker for freedmen, Washington Freedmen's Bureau; founder of schools for freed slaves who worked on resettlement of freedmen into western and northern states*

Other Writers

Emily Dickinson (1830-1886): *poet*

Sarah Jewett (1849-1909): *writer on life in rural Maine: The Country of the Pointed Firs*

The Temperance Movement

Woman's Christian Temperance Union, 1874

Frances Willard (1839-1898): *primary organizer of W.C.T.U.*

Jane Addams (1860-1935): *founder of Hull House, settlement house*

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ART

What does sexism have to do with art? The laws of perspective hold true regardless of whether the eye gauging distance belongs to a male or a female. The paints, brushes, stones and chisels of art respond to the talents and techniques of the artist without regard to gender. For many men and women, the practice of art is one of the most challenging and staisfying ways to express individuality. Yet, despite these truths, sexism is a strong force in secondary art education.

Teachers of secondary art face many sexist stereotypes, among them these common ones:

- Art is not an acceptable pursuit for a boy.
- Women artists work better with certain art forms and men are better with others.
- Few women have been serious artists.

As an art teacher in a secondary school, you probably have seen many of these prejudices at work inside and outside the art classroom; no doubt you have already taken some action to counter them.

In "Notes to the Teacher," you'll find concrete suggestions for dealing with each of these stereotypes. Following the suggestions are a list of noted women artists and a brief bibliography you can use for creating sex fair activities and assignments of your own.

BECOMING SEX FAIR

The first power loom was set up and operated by Ms. Deborah Skinner in Waltham, Mass. in 1814.

Notes to the Teacher

How can you counter sexism in art education? Here are some ideas:

STEREOTYPE: Art is not an acceptable or serious enough pursuit for a boy.

How many children with talent have been thwarted by this idea? The boy who enjoys art faces many obstacles -- teasing from his friends on the playing field, pressure from a father afraid that art isn't masculine enough for his son, and classes where there are few other boys.

As long as a boy sketches rockets, engines, guns, and dinosaurs, he is praised for his art ability, but if he experiments with other subjects or acts serious about art, he's likely to experience the pressures of bias. Other boys ignore art completely or study it halfheartedly because of negative pressure.

Suggestion

Stage art shows -- in halls, the cafeteria, the library -- featuring the works of all students. Or try small exhibits of works from one student, as well as a photograph of the student artist. A large bulletin board in the hall might suffice for this. Change the exhibition from week to week so that students of both sexes have one-artist shows.

Suggestion

Show how art is alive and relevant outside the art classroom. When there's a school play, encourage your students to volunteer to create or paint sets and props. If there's a school newspaper, suggest to the sponsor that your students will do illustrations or cartoons. Or ask that student reporters occasionally interview and photograph student artists -- boys as well as girls.

Suggestion

Let the community see young artists of both sexes at work. Here's how one school did it. At Halloween each year, student teams (mixed by sex) compete to paint pictures on the store windows of cooperating merchants. Store owners contribute prizes to be awarded to the winners, while the local newspaper runs several features about work in progress, culminating in a front-page story with photographs of the winners. This idea can be easily adapted to other seasons or events. If there's no main business street in your area, work with merchants in a nearby shopping center.

Suggestion

Point out the relationship of art to careers such as architecture, book illustration, drafting, photography, commercial art, communications (TV, film, publishing), interior design, fine arts and crafts, carpentry, fashion, and teaching. Invite people -- male and female -- from some of these fields to explain how a knowledge of art is important to their careers. Post pictures of men and women at work in these fields.

STEREOTYPE: Women artists work better with certain art forms, and men work better with others.

Many people have the notion that women are better weavers, watercolorists, potters and fashion illustrators, while men are more skilled i art forms such as sculpting, mechanical drawing, oil painting and glass blowing.

Suggestion

Give students many opportunities to work with different materials an art forms. Stress that artists need to experiment with and master different techniques so that they can express their ideas as meaningfully as possible.

Suggestion

Invite guest artists (students from a local art school might enjoy th opportunity) of both sexes to visit the class and to explain or demonstra their work.

Suggestion

Arrange a field trip to advanced art classes at a nearby college or museum so that your students can see artists of both sexes at work with different media.

Suggestion

Visit an art show or museum so that boys and girls can experience ma good examples of art. Point out works by both men and women.

Suggestion

In class, post magazine articles and pictures of many different artists at work, featuring those who work outside the usual stereotypes, such as sculptor Louise Nevelson.

STEREOTYPE: Few women have been significant artists.

Until recently, women in art have not been regarded seriously. Since the great art schools of the past were dominated by male teachers and students, women of talent had little opportunity for serious training. Beyon that, an artist's life was considered too bohemian for a respectable femal For these reasons and others, a large number of women do not figure prominently in the history of art.

However, this is no reason to overlook or downplay -- as most texts d important women artists such as Mary Cassatt, American Impressionist, and others who overcame obstacles in the serious pursuit of their art. Any study of art, especially twentieth century art, should include and treat women artists with the same seriousness as men artists.

Suggestion

If you have students report on artists, be certain your list of possible topics includes women. (Refer to the list of women artists and their contributions at the end of this section.)

Suggestion

Bring in reproductions of artwork by men and women artists. Ask students to guess whether a man or a woman created each work. Use this as a lead-in to a discussion: Is there any way you can tell the artwork of a woman from that of a man? How? Does the artist's sex make a difference to his or her talent? artistic technique? choice of subject? style? What does make a difference?

The point of this discussion is that gender is not the key to good art; it is the artist's idea or vision and how well he or she can execute it that count.

NOTED WOMEN ARTISTS

The main source for the following list was Women Artists: Recognition and Reappraisal from the Early Middle Ages to the Twentieth Century, by Karen Peterson and J. J. Wilson.[1] Draw upon the list to create assignments on women artists or to supplement any art history book which neglects to mention women in the fine arts.

MIDDLE AGES

Women artists at this time were mostly nuns. Convents provided the best working conditions, training, materials, and support for the talented women of the middle ages. The twelfth-century nuns Guda and Claricia illuminated many manuscripts.

Sister Giouanna Petroni at Siena in the fourteenth century directed convents that trained women copyists and illuminators.

FIFTEENTH THROUGH SEVENTEENTH CENTURIES

Many women artists worked in convents.

The University of Bologna opened its doors to women. Properzia Rossi (1490-1530) became a successful Bolognese sculptor.

Many women artists, such as Antonia Uccello and Marietta Tintoretto, learned their art from their famous fathers, whom they helped.

Seventeenth century Dutch artist Judith Leyster has had her work confused with that of her contemporary, Frans Hals: "The Jolly Toper was long regarded as one of Hals' masterpieces until cleaning of the work revealed Leyster's characteristic monogram."[2]

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1. *Please refer to the Bibliography, page 289.*
2. *Women Artists, op. cit., page 38.*

EIGHTEENTH CENTURY

During this period, academies were founded to distinguish artists from artisans, but only a token number of women were accepted by the academies. Some examples of those who were accepted;

Angelica Kauffman (1741-1807), portrait painter
Elizabeth Vigee-Lebrum (1755-1842), painter
Marie-Anne Collot (1748-1821), sculptor

NINETEENTH THROUGH TWENTIETH CENTURIES

Mary Cassatt (1845-1926), Impressionist
Kathe Kollwitz (1867-1945), sculptor
Berthe Morisot (1841-1895), Impressionist
Suzanne Valadon (1867-1938), Impressionist

CONTEMPORARY

Sonia Delaunay (b. 1885), painter
Georgie O'Keefe (b. 1887), painter
Louise Nevelson (b. 1899), sculptor
Alice Neel (b. 1901), painter
Barbara Hepworth (1903-1975), sculptor
Lois Mailou Jones (b. 1905), painter

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BUSINESS EDUCATION

The traditional business education curriculum is based on the assumption that female students will become secretaries and clerical workers for the male students who will become middle- and upper-level managers. This is reflected not only in texts, but also in methods of teaching. The challenge to the instructor is not only to teach office skills, but also to help all students see possible opportunities beyond entry-level clerical positions in business. This is essential, especially since government statistics point out that 90% of all girls now in school will spend at least 25 years working in jobs outside their homes.

As one attempts to make the business education curriculum more sex fair, there are two special problems:

- Most business education courses are limited by the fact that there are not many publishers of business education texts and materials.
- All supplementary activities must match the skill level of the student. In such courses as shorthand, typing, and accounting, materials cannot be added that will break the continuity of skill development.

But it is worth working around these limitations in order to give students a positive view of themselves and their opportunities for advancement in the world of business. The following pages suggest ways to do it.

BECOMING SEX FAIR

Sarah Walker, black businesswoman, millionaire, and philanthropist, became president and sole owner in 1910 of a company that employed 3000 people. She began as a washerwoman.

Notes to the Teacher

In this section you'll find guidance and strategies for removing some of the traditional bias from the business education curriculum. These ideas are organized according to the following ten subjects: accounting, shorthand, typing, business math, contract law, management, secretarial skills, distributive education, junior and general business training, and consumer education.

ACCOUNTING

The major sex bias in accounting texts is that most examples portray the proprietor of the business as a male. As new editions of these books are published, a sex balance -- as well as a racial balance -- probably will be presented.

However, a temporary solution to this problem is to change the name/sex designation on some problems and practice sets to achieve balance. For example, try changing the name Robert to Roberta in a problem series that names Robert Steele as the owner of a business. Such changes can easily be made by students.

Students can also suggest other problems that might be changed. Revise enough problems to illustrate that both men and women can hold important positions in accounting. The point is for students to understand that opportunities are open to both sexes today, even though the text -- written a number of years ago -- does not reflect this.

SHORTHAND

In shorthand books, most dictation exercises show men in managerial positions writing to women employees, to other men in business, or to women customers.

To create a better balance of male/female and supervisory/subordinate relationships, make simple changes in dictation exercises. For example, in a letter written by Mr. Foster to offer a job to Ms. Jones, simply change it so that Ms. Foster offers the job to Mr. Jones.

TYPING

As a skill subject, typing is taught in a highly developed sequence. Much of what is typed during the first six to eight weeks of instruction is governed by the number of keys taught at any particular time. Once the student gains full working knowledge of keys and machines, you can use almost any lesson for typing practice.

Remember, don't disturb the skill-learning sequence as you revise for sex fairness. In the early weeks of skill learning, make minor revisions, such as changing a few men's names or titles to women's names or titles, so that women are shown as the writers of important letters, too. Later, clip and duplicate articles about women in business to use as supplementary typing practice materials. This will help the students understand that more and more women are moving up the corporate ladder.

BUSINESS MATH

Major publishers of business math books have revised their texts extensively in the past five years so that they tend to represent the sexes and races fairly and realistically.

Older textbooks, however, are often biased. They portray men in leadership roles, while women are generally shown only in subordinate roles. This bias may be countered by changing some of the names or sex designations in the math problems. For example, change the name of a supervisor in a problem from a male to a female name. Change enough names to provide a balance of males and females in all kinds of business roles.

CONTRACT LAW

Because men have dominated business in the past, almost all precedent law is based on the actions of men. Although contemporary business is changing, it is still too early to have many court decisions based on cases where women play a prominent part.

To counter this historical bias, you will need to develop supplementary materials. The best sources for documentation of cases with women as defendants and/or plaintiffs are the Supreme Court Reporter and The Pennsylvania Court Reporter (or court reporters for other states), both of which list cases and summaries.

You can also conduct some parts of the class as a lecture/discussion/seminar based on your own mimeographed outlines, abstracts of outside books, and summaries of recent cases involving women.

MANAGEMENT

Only within recent years have significant numbers of women begun to enter higher management levels of industry. Most available texts on management reflect -- overtly or covertly -- the predominance of men as leaders in business and industry. Part of the problem with current management texts is that many of them have been written by and for men.

Therefore, you will need to develop your own sex fair materials to supplement the text you are now using. Turn to current newspapers and periodicals such as the New York Times, Time, Newsweek, Barron's, Business Week or Fortune for up-to-date information about women in management. Use the Reader's Guide to Periodical Literature as a convenient way to locate these articles; then make up a special file of such articles and keep it handy for yourself and students. Use the information in the file with appropriate units of study.

SECRETARIAL SKILLS (GENERAL OFFICE PRACTICE)

The American concept of an office secretary is a female. Often, the only time a man is shown filling the job of secretary is when he's a corporate officer.

Why are there few male secretaries? First, the job has been stereotyped as woman's work. Second, because of the low pay and the lack of upward mobility, most men don't enter the business field through this area.

Here are some actions you can take to make the course sex fair:

- Supplement biased materials or replace them with unbiased materials.
- Make every effort to interest boys in secretarial or general office work. This will require a change in general business practices so that secretarial positions can lead to other careers in business. It will also require a change in the salary structure of secretarial positions; but this will probably not be as great a change as might initially be expected, since beginning salaries are not that much different for men or women entering business just out of high school.
- Another way to overcome some old ways of doing things is to concentrate on career education at the elementary and junior high school levels. By showing students examples of both men and women in business, you can point out that there are many openings for both sexes.
- A good source of speakers on such topics is an advisory council of local business persons or the Chamber of Commerce. Such speakers may also be able to advise you on what should be taught in any office practices curriculum in order to equip the student with the necessary skills for developing careers beyond entry-level clerical positions.

DISTRIBUTIVE EDUCATION

Distributive education, the study of distribution in our economic system, is designed for the student who wants a job in retailing. This area of business education is one of the more sex fair, since both men and women are thoroughly integrated in occupations throughout retailing.

JUNIOR and GENERAL BUSINESS TRAINING

General business and junior business training are usually taught in the 9th or 10th grades. Most textbooks and prepared materials for these courses are biased.

Because junior and general business training are taught at the formative ninth and tenth grade levels, supplementary units must be of high quality, showing women as well as men in upper- and middle-management positions. Current business periodicals are a good source of information on the progress being made by women in business.

CONSUMER EDUCATION

There are many films, books, pamphlets, and magazines concerning consumerism. With the advent of Civil Rights legislation and consumer advocates, almost everyone has become vitally concerned with goods and services as they affect everyday life.

This great quantity of materials is generally free of bias, because nearly everything has been written during the past five years and has been affected by the equalizing legislation passed during that time.

Listed below are some sources for supplementary resources:

1. United States Government Printing Office
2. Area, region and county film libraries and audio-visual services
3. United States Office of Consumer Protection
4. State Departments of Education
5. Local and regional speaker bureaus:

   Rotary
   Lions
   Chamber of Commerce

6. Local industries and companies

7. Local, state and national professional organizations:

    American Medical Association
    American Banking Association
    American Dental Association
    National Education Association
    American Manufacturing Association
    Labor Unions
    American Certified Life Underwriters

The study of foreign languages is not inherently sexist, since correct grammar, declension, and sentence structure have little to do with bias. However, the culture out of which a language grows may well be biased, so that most of the literature and translation passages in a text describe men and women in traditional stereotypes.

Typically, stories reflect such a culture by portraying only men who are adventurers, heroes, or workers out in the world; while women wait unobtrusively in the background, preparing meals, raising the children, and keeping the house tidy. The message is direct: the culture expects most men to be forceful go-getters and most women to provide a soothing refuge for others. Few people ever act outside these stereotypes in such stories.

Although a teacher cannot change a culture, language, or literature, there are tactics to present a more balanced view of men and women. In the following section are specific sex fair suggestions and ideas which can be woven into an existing language curriculum at appropriate spots, with little time and effort. The main objective is to help students recognize and understand the limitations that sexual bias creates in our culture, as well as in others.

BECOMING SEX FAIR

Gabrille du Chatelet, Frenchwoman of the 18th century, was the first person to translate Sir Issac Newton's "Principia Mathematica" into French.

Notes to the Teacher

The following ideas and strategies for countering sexism in language study are organized by seven topics: reports, directions, translation, conversation and oral work, literature, culture, and classroom atmosphere. The goal of all these suggestions is to help students recognize that, although sexual bias exists in many cultures, it is neither right nor universal. In many cultures, the stereotypes are beginning to change, just as they are in ours.

REPORTS

Have the students do reports on such topics as the comparative education of boys and girls in a country, the professions opening up to women and men, the movements for equal rights, and the women prominent in that country's history. Keep the students alert to sexism in stories by having them discuss whether the same story could take place in our country. Would boys or girls here react in the same way? Is the story fair to women and men, boys and girls? Why or why not? Ask the students to speculate on what it would be like to be a boy or girl in a different culture.

DIRECTIONS

Most directions use the masculine pronoun "he" exclusively. This implies that all students are male. When writing your own instructions, make your directions fair to both sexes by using "he/she" or by rewriting the directions to avoid sexist language.

Examples: Sexist sentence--

> The student will respond true or false to the following statements. If he responds false, he will explain the reasons for his response.

Non-sexist sentence--

> The student will respond true or false to the following statements, and will explain the reasons for those that are labeled false.

Sexist sentence--

> If a student wishes to study a topic of personal interest, he may submit extra projects or reports.

Non-sexist sentence--

> Students who wish to study topics of personal interest may submit extra projects or reports.

TRANSLATION

Have the students translate passages that describe men and women involved in activities outside the usual stereotypes: women camping and climbing mountains, men working at home, a father teaching a daughter how to use tools, a female lifeguard rescuing a child. If you can't find such stories or sentences for translation, create your own. Not all translations need to be from the culture itself.

When translating sentences or reading passages, watch for sexual stereotyping of ideas, behaviors and relationships. Where possible, exclude those which contribute to stereotyping. Substitute descriptions that show females and males acting outside the usual stereotypes.

Examples: Sexist sentence--

Elena and her sisters clean the house and prepare the meals for the family.

Non-sexist sentence--

Elena and her sisters fed and curried the horses.

When you provide students with a list of sentences to translate, use examples that do not identify sex or that portray males and females equally in aggressive, active roles as well as in passive roles.

Examples: Sexist sentence--

1. The boys played football.
2. The men cleared the field.
3. The doctor treated his patient.
4. The girl calmed her crying sister.

Non-sexist sentence--

1. *The children played football.*
2. *The men and women cleared the field.*
3. *The doctor treated her patient.*
4. *The boy calmed his crying brother.*

Have the students translate passages that depict both males and females participating in housekeeping chores, in child care activities, and in leadership roles. If such non-biased passages are not available in the texts, create some for translation by the students. When the students understand the concept of sex fairness, ask them to create some non-biased passages for translation by other students in the class.

Examples: Sexist passage--

Although Mr. Fernando is a very important and busy executive, he always finds the time to attend his son's soccer games. Juan, his son, is the captain of the team and the best player. Juan's mother has never seen him play. She must stay at home to take care of the house and Juan's little sister.

Non-sexist passage--

Hildegarde is an engineer in charge of building a new bridge. Her husband, Rolf, teaches young children to read. At home they both love to cook, and they take turns preparing the evening meal. While one of them cooks, the other one takes care of their baby.

CONVERSATION AND ORAL WORK

When preparing questions for conversation, avoid any that downplay women.

Examples: Sexist questions--

1. Why are women drivers worse than men drivers?
2. Why can't a woman balance a checkbook?

Non-sexist questions--

1. *What is the most common cause of automobile accidents?*
2. *Why do so many people have difficulty balancing a checkbook?*

When using pictures or posters to stimulate conversation, look for illustrations that portray both sexes equally, with neither dependent on the other.

Examples: Sexist scene--

woman in kitchen with apron, preparing dinner,
man with attaché case entering house,
girl setting table, boy on floor playing with model cars.

Non-sexist scene--

An office with women and men at desks, or a kitchen where brother and sister are setting the table.

In cartoons or illustrations that convey sex stereotypes, use questioning role playing to alert students to the bias.

Examples: Sexist cartoon--

After seeing a cartoon showing a henpecked husband, ask, "How does it feel to be the male in this picture?

Why does the male respond in such manner to the female? Is this a realistic picture of most men and women?"

LITERATURE

When most of the work in an anthology is written by men, make additional assignments of works by women to show that they, too, are a part of the literary field.

The classics nearly always present only men in independent, strong roles. Counter this by giving attention to women in ways like these:

1. Discuss the literary selection as it would be if it took place in contemporary society.
2. Discuss the selection, reversing the roles the sexes played.

CULTURE

Although there is little information in most texts specifically devoted to the current status of women in the foreign culture, explore the changing role of women by:

1. Teaching strategies, such as comparing today's American woman to the woman in the foreign culture.
2. Researching current magazine and news articles relating to the life styles and social issues in the foreign culture.
3. Inviting guest speakers from the foreign culture.

CLASSROOM ATMOSPHERE

Use bulletin boards to present information commonly excluded from traditional materials. Find pictures of men and women in a variety of roles and label the bulletin boards in the foreign language.

Examples: Non-sexist bulletin boards--

1. Men displaying emotion
2. Women in sports
3. Women and men in non-stereotyped work roles (List sources where students can find information about the current status of both sexes in the foreign culture.)

Today, most people, regardless of gender, need to learn the practical skills for managing homes and families and for maintaining themselves in a changing world. In the past, the assumption was that only girls should be trained in child care, nutrition, home maintenance, and consumer decision making. But family patterns are changing: with more women in the work force, with more single-parent families, with more men taking greater responsibility for child care and home management, there is an urgent need for all students to learn the practical arts of day-to-day living.

Only recently has it been recognized that boys, too, can profit by learning home economics skills. But since old ideas die hard, there are still many problems for those school districts that would like to redesign this course for students of both sexes. For example, in their early years boys are conditioned to believe that housework is woman's work. Some parents, especially fathers, are opposed to their sons' learning how to sew, cook, or care for children because of unfounded fears about the effects on a boy's "masculinity." Peer pressure can reinforce these attitudes.

Despite legal mandates, administrators, too, may be reluctant to open home economics courses to boys because they fear public pressure; or they may argue that they don't have the staff, time, or facilities to do an adequate job. However, as pointed out in "Notes to the Teacher," these problems can be solved. Many schools have brought boys into the home economics department without adding staff, space, or equipment. Your department can do it, too.

BECOMING SEX FAIR

Chemist Mary Pennington was a leading authority on refrigeration. As a result of her research, we are able to enjoy perishable food all year.

Notes to the Teacher

Your district's attitude toward boys in home economics is the key to the development of a coed non-sexist home economics program. If your district has been open in the past, has offered boys' home economics classes (even though segregated by sex), and understands sexism, then it will have few difficulties in adopting a new, fair policy toward boys in home economics. On the other hand, if your district lacks experience or openness, you will need to do some careful negotiating and planning to develop a good program. Since many school districts have made this change successfully, we include here some problems and suggestions based on their experiences to help those just starting the process.

PROBLEM: How can you deal with the biased attitudes of students, parents, and administrators?

Suggestions

For students: A non-sexist curriculum, starting at the primary level, will do more than anything else to change attitudes. Until such a curriculum is a reality for all students, even limited experiences in a non-biased program can do much to change the attitudes of boys and girls.

For parents: Invite them to observe classes in order to see the value of the subject for both sexes. Send letters to parents to explain the nature and purpose of coed home economics classes, to answer questions and to head off rumors.

For administrators. Remind them that sex-segregated classes are against the law.

PROBLEM: Administrators fear the change will be expensive.

Suggestions

Develop a careful plan to show that the current staff and facilities are adequate and that scheduling problems can be solved.

What scheduling problems? Depending on your school's method of scheduling home economics (once a week, every day, single or double periods, etc.), it may find that it must reduce the course length in order to include boys in the program.

For example, one school district offered 36 weeks of home economics to seventh and eighth grade girls (one double period per week for a full year). To include boys in the program (and girls in industrial arts), the district reduced the program to 18 weeks in each department. This meant cutting some areas of the curriculum, in both depth and breadth, in order to fit it into the reduced time. This resulted in less exposure, experience, and skill development, but the district considered the advantages in opening the program to boys well worth the sacrifice.

PROBLEM: How do you rewrite the curriculum for non-sexist classes?

Suggestions.

One district surveyed parents, students, and teachers concerning the needs of boys and girls for home economics skills. They held a summer workshop to plan a program to meet the needs shown by the survey responses. They found that the units previously taught to only girls did not need to be changed when boys were included. However, some terminology used in lab sheets, recipes, lab rules and duties were revised to read "students" instead of "each girl."

In addition, the teachers recognized that they must use examples which included men shopping or fathers cooking, and that they must sometimes refer to "parents" instead of "mother." For clothing classes, it was necessary to find posters, books, and patterns showing boys as well as girls.

The following year, the revised curriculum was tested, and it revealed a need for even more non-sexist teaching aids. (A list of such resources is included at the end of this section.)

All of these are opportunities and challenges that you may face as you develop a non-sexist program of home economics in your district.

The following child development unit is an example of the kinds of activities you can develop for coed home economics classes. It is detailed and complete so that you can use it as is. After you try the unit, you'll probably have ideas for similar units that can be created for your students.

UNIT: CHILD DEVELOPMENT

AUDIENCE: *Secondary students*

OBJECTIVE: *The students will explore the process of child development and the sex-role stereotypes that affect the process*

MATERIALS: *Question box (a shoe box or other box)*
Chalkboard
Pencil and paper
Filmstrip projector
Record player or cassette player
16mm film projector
Filmstrips: Babysitting: the Job, the Kids or The Child Care and Development Series
Your Personality: The You Others Know
Film: Child Behavior -- You
Fact Sheets: "Your Role with Children," page [illegible]
"Babysitting," page 313
"Babysitter's Information Sheet," page 315
"The Stages of Child Development," page 316
"Kinds of Growth and Development," page 317

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1. *Please refer to Bibliography, page 324.*

Work Sheets: "Film: Child Behavior -- You," page 319
"Self-Awareness," page 318
"Child Development Test," page 321

HOW TO USE:

1st week

1. *Introduce the topic of child development by explaining that each person is unique according to heredity and environment.*
2. *Hand out the fact sheet "Your Role with Children" and have students read it. Ask the students to answer the 2 questions on the sheet and then have them share their answers with the class.*
3. *Ask: How many students babysit at home or in the neighborhood? Discuss: Is one sex better suited to babysitting than the other? Is it important for adults of both sexes to know about child care? Allow time for student interaction.*
4. *Hand out the fact sheet "Babysitting." Summarize its content, paragraph by paragraph, stressing:*
    - *a) responsibilities of the sitter,*
    - *b) responsibilities of the parents,*
    - *c) how to determine whether or not you are suited for babysitting.*

    Allow time for student interaction.
5. *View the filmstrip Babysitting: the Job, the Kids, Part I. While viewing, invite the students to ask questions or make comments at any time (stop the filmstrip at the point questions are asked). View Part II in the same way.*

2nd week

1. *Discuss the relationships among child development, babysitting principles, and self-understanding.*
2. *Hand out the fact sheet "The Stages of Child Development." Discuss each stage of development, allowing time for the students to comment.*
3. *Hand out the work sheet for the film Child Behavior -- You. Have the students read and answer questions A, 1-3, on their papers.*
4. *Ask the students to read the other questions on the work sheet so that they can answer them while viewing the film.*
5. *View the film Child Behavior -- You.*
6. *Discuss the film, based on the questions on the work sheet.*

3rd week

1. *Write on the chalkboard, "I am a ______________." Have the students copy this on paper and fill in the blank with the first word that comes to mind. Ask them to do it four more times.*
2. *Ask: How many responded to the first blank with "boy" or "girl"? How many filled in any of the blanks with "boy" or "girl"?*
3. *Ask: How important to your identity is the fact that you are a male or female? How has this influenced your personality? Do you feel that children of different sexes are influenced more by mother or father? If so, why? Is favoritism to*

children of one sex likely to cause family problems? How does this relate to what we already know about your role with children?

4. *Have each student write at least one question concerning problems or interactions between people (for example, "My little brother/sister causes all the problems in the family but never gets blamed; I always get yelled at because I'm the oldest. What can I do about this?") and place it in the question box.*
5. *Divide the class into panels or small groups. Draw all the questions one by one. Read each question and ask each panel to discuss and write possible solutions.*
6. *Have each panel present possible solutions for class discussion. The teacher acts as moderator.*

4th week

1. *Ask the students to name some personality traits of people they like and dislike. Write the traits on the board. Have the students discuss how these traits influence their opinions of others and their own personalities.*
2. *View the filmstrip Your Personality: The You Others Know, Part I.*
3. *Hand out the work sheet "Self-Awareness." Ask the students to answer questions 1 and 2.*
4. *View Part II of the filmstrip. Ask the students to answer questions 3 and 4.*
5. *Conclude the class with the "Child Development Test."*

OTHER USES:

- *Instead of assigning a small group or panel presentation of "question box" answers, you might have different students role play possible solutions to problems.*

COMMENT:

- *This unit was tested by a teacher who found that students with sexist ideas at the beginning of the course had a more open attitude after they studied this unit.*

YOUR ROLE WITH CHILDREN[1]

Why Study Child Development?

Every child has a basic pattern of growth which is similar to those of other children in general. The reactions at the various stages of development are unique, however. You start life with a particular set of genes and chromosomes which make you different from others. Your specific environment -- home and community -- in which you have grown has made you different, too. With all the differences that are found among people, we are most aware of variations that exist among personality traits. Within any random group of children (and adults,too), we find those who are considerate, kind, honest, trustworthy, and appreciative. Within the same group we may find others who possess the extreme opposite personality traits, such as jealousy, dishonesty, and insecurity.

In viewing the situation, there are many questions that come to one's mind. Why is there such variation in personality? Can a child change his personal traits, once a pattern for living has been established? What part does heredity play? What causes a child to be unruly and destructive?

Scientists have for some time been studying the various influences that affect early childhood behavior. No one knows all the answers, but we are aware that many problems related to personality and behavior can be traced back to one's early childhood environment. While there is still a great deal to be learned, there is a real need to put into practice some of the insights already gained.

There is much evidence to show that a child needs firm support from an adult who will not allow him to behave in anti-social ways, yet who is loving and accepting of him rather than harsh. Gradually learning to accept frustration, to give up baby ways for the sake of parental approval -- to gain satisfaction from more mature ways -- are necessary parts of a child's normal development.

Most of us are friendly to children. Yet many have vague or wrong ideas about children. Failing to understand the meaning of a child's behavior, we do not respond as helpfully as we might. By understanding human growth and development, you can contribute much to the welfare of children. Such understanding gives you perspective and helps you accept the ups and downs of childhood as normal problems of growing up.

Having been a child yourself, you already know something about children. You have certain feelings that developed in childhood, but by now you have forgotten many of the experiences which brought about those feelings. By studying children and how they act, you may gain insights about yourself -- how you developed the way you did and how you might change yourself to become a more effective individual.

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1. *Leah O. Solrud, Understanding Child Development. Reprinted by permission of Homemaking Research Laboratories, Tony, Wis.: 1974.*

By increasing your understanding of child development, you will be better able to relate to children. You will be better equipped to achieve desirable relationships with them. With knowledge of growth patterns you can become more effective in guiding and caring for young children. You will know what to expect of them. Your attitude will become more tolerant as you gain experience. Families often have problems related to sibling (brother-sister) relationships. Your study may help you to recognize problems which are causing tensions. Once these difficulties are identified, the task of trying to solve the problems is made easier.

The understanding of young children is of value not only in the home but in babysitting experiences outside the home and in working with play groups. On the job you will find that understanding leads to self-confidence which in turn contributes to success. In all communities, opportunities are open for volunteer work with children in 4-H, Scouts, and school and church groups. You may find enjoyment in such work and it may serve as a guide in choosing a future vocation.

Understanding child development may provide you with a knowledge of how to deal with problems that you may have as future parents. In the growing-up process of all children, there are periods which parents find difficult to cope with. By understanding the principles of child development, they can handle situations as they arise. The adult who is familiar with the guiding principles and general sequences of growth and development among children is in a position to help each child make the best progress for himself. Healthy growth and development among family members promotes good interpersonal relationships within the family and within the community.

In addition to social and emotional needs, children have definite physical needs -- including needs for food and clothing. Your understanding will increase as you learn desirable ways to meet these needs. By expanding your understanding of children and their needs, you are strengthening your present-day role and preparing for your future responsibilities.

Questions:

1. In what ways may the study of child development help you?

2. List different vocations in which it is helpful to have an adequate understanding of child development.

BABYSITTING[1]

One of the jobs available for most teenagers is that of babysitting. This is an important job. In addition to providing extra spending money, it helps prepare you for parenthood and other areas of family living. It provides an opportunity to take on responsibility and to learn about people of all ages.

Parents need a change from the day's activities, and going out socially with friends (leaving children with a sitter), is a form of relaxation. Children should be made to understand that parents need some time for recreation with other adults just as children need to be with other children occasionally. The child gains by having a sitter for it helps him/her adjust to other people and to others' ways of doing things.

Babysitting can be an interesting and satisfying job. Before taking on the responsibility of looking after children, however, you need to ask yourself these important questions:

1. Do I like children?
2. Am I responsible and dependable?
3. Do I enjoy being with children?
4. Do I think of a child's interests before my own?
5. Can I be firm when necessary?
6. Do I know how to act in emergencies?
7. Do I have a sense of humor?
8. Am I willing to work for the money? This means being on the job every minute.

The most important qualities of a good babysitter are that he/she enjoys being around children and understands their feelings.

While parents have certain responsibilities, they also have a right to expect certain things of the sitter. Some of the responsibilities of the sitter are:

1. Be sure to keep the youngster(s) safe and happy until the parents return. Also be patient with the child.
2. Don't accept a sitting job if you have a cold or have been exposed to a contagious disease.
3. Arrive early and get to know the youngster(s).
4. Be considerate in the use of the home.
5. Don't hesitate to call the parents or authorities in case of an emergency.

Different parents have different standards and ideas, so when you are on the job, know what is expected of you.

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[1] *Leah O. Solrud, Understanding Child Development. Reprinted by permission of Homemaking Research Laboratories, Tony, Wis.: 1974.*

These are the responsibilities of the parents:

1. Make certain all arrangements -- transportation if needed, length of stay, duties, and pay -- are made before the babysitter starts.
2. Make certain the sitter is aware of names and ages of the children plus telephone numbers where the parents can be reached in case of accident, illness, or emergency.
3. Familiarize the sitter with each child's accustomed routine, such as mealtime (if pertinent), bedtime, stories, night lights, etc.

If the parents do not assume the above responsibilities, it is up to the sitter to investigate the details before a job is accepted. It is preferable to accept jobs in homes of families known to you and your parents. Do not take a job in the home of strangers unless you look into the situation first and become acquainted with the family.

Babysitting is a professional job. It is important that you do not gossip with your friends about your employer or the children under your care. When parents engage a sitter, they expect the best for their children.

It is a good idea for the sitter to keep a notebook to jot down information about each job. This provides a handy reference which is more reliable than memory when you wish to recall names of children, their ages, or wages paid. On many occasions a babysitter's bag can be real useful. It might contain a collection of inexpensive odds and ends which can be used for imaginative play.

Part of a babysitter's job is to help youngsters accept the absence of their parents. With their familiar surroundings, their own home, their own toys, and your interest in them, plus a new game or song, you can usually have happy and adjusted children. If you can make children feel at home with you from the start, you will have no cause to worry that your job will be a very difficult one.

BABYSITTER'S INFORMATION SHEET

Phone Numbers (in case of an emergency)

a. Where parents can be reached ____________________
(Place) (Number)

b. Neighbor or relative ____________________
(Name) (Number)

c. Doctor ____________________
(Name) (Number)

d. Police ____________________ Fire ____________________

Children's Needs/Privileges

a. Meals ____________________
(special instructions ____________________)

b. Snacks ____________________

c. Bedtime ____________________

d. TV and play privileges ____________________

e. Favorite toys and stories ____________________

Medical and Emergency Needs

a. Any allergies or special medications ____________________
____

b. Location of first aid supplies ____________________

c. Location of flashlight, candles, etc. ____________________
____

Additional Information

a. Sitter's privileges ____________________

b. Expecting any deliveries? ____________________

c. Special instructions for infants ____________________

d. When parents are returning ____________________

THE STAGES OF CHILD DEVELOPMENT

The Common Characteristics of Children at Each Stage

INFANCY -- BIRTH TO 1 YEAR	TODDLERS -- 1 AND 2 YEARS OLD
1. Helpless -- dependent on others 2. Cries to communicate his/her needs and feelings. a. hunger b. discomfort c. pain d. loneliness e. fatigue f. being spoiled 3. Learns from everything he/she sees, touches, tastes, etc. 4. Needs toys which are easy to grasp and will help develop hand muscles; also bright, colorful, or noise-making toys for eye coordination.	1. Learning to walk and talk. a. very unstable at first; falls easily b. difficult to understand; favorite word is often "no" 2. Curious and gets into things; doesn't understand danger. 3. Self-centered and doesn't play well with other children. 4. Needs toys which are simple, colorful, and safe (so the child won't get hurt). Pull-toys help the child learn to walk. Soft, cuddly toys provide companionship and help with imagination.
PRESCHOOLERS 3 AND 4 YEARS OLD	SCHOOL AGE -- 5 TO 10 YEARS OLD
1. Stronger and better proportioned physically. 2. Gaining good muscle control and balance; able to walk and run. 3. Talks a lot; able to communicate better. 4. Has active imagination; may also be developing many fears. 5. Becoming independent in dressing and feeding. 6. Needs toys which encourage group play and sharing. Toys can be smaller and more complex to encourage imagination and muscle coordination.	1. Development is continuing in all ways -- physical, mental, social, or emotional growth. (See page 317.) 2. Very independent in dressing and feeding. Doesn't like to take orders, especially from older children or sitters. 3. Needs friends, activity, and understanding. 4. Needs realistic, challenging toys and games which help with mental and social development.

KINDS OF GROWTH AND DEVELOPMENT

1. Physical development means changes in a child's size, shape, height, and weight. Motor development is a part of physical growth and refers to the development and control of muscles.

2. Mental development means the ability to learn and use language and ideas. It is sometimes referred to as intellectual development and includes perception (awareness and understanding), memory, attention span, association, and other aspects of the mind at work.

3. Social development means change in the ability to get along with and relate to other people. It involves such things as being friendly to others, being able to share, taking turns, being fair, being honest, and responding to the needs and feelings of others.

4. Emotional development means change in the ability to deal with such feelings as anger, frustration, fear, pain, shyness, jealousy, and love. It can be summed up as learning self-control, self-confidence, or developing feelings of security.

SELF-AWARENESS*

NAME ____________________

1. In the space below are two columns. In the first column list as many facts as you can about yourself: appearance and physical traits (height, weight, hair color, etc.); characteristics or personality traits (shy, happy, stubborn, musical, etc.); both positive and negative. In column two, list what you wish the facts were, if you could change them.

1. ____________	1. ____________
2. ____________	2. ____________
3. ____________	3. ____________
4. ____________	4. ____________
5. ____________	5. ____________
6. ____________	6. ____________
7. ____________	7. ____________
8. ____________	8. ____________
9. ____________	9. ____________
10. ____________	10. ____________

Now, cross out all the facts you cannot change. Note what is left. How willing are you to do something about them?

2. List the following facts about your life:
   a. Your position in the family (among brothers and sisters) ____________.
   b. The ages of your brothers and sisters ____________.
   c. The relatives (aside from immediate family) you see as often as once a month ____________.
   d. How many years you have lived in your present town ____________. Present house ____________. This school district ____________.

Now, go back and star those facts which you think have had an influence on your personality. Double-star those which you think are permanent influences.

3. Define self-image ____

____.

4. How does your self-image affect your relationship with your friends? ______

____

---

*This work sheet will be turned in to the teacher and kept in strict confidence. You will not have to share your answers with the class if you do not wish.

FILM: CHILD BEHAVIOR -- YOU

NAME ______________________

DAY OF CLASS ______________________

A. Before showing:

1. Describe the ways that you use to get attention from a parent or teacher (two sentences).

2. Why do you demand attention from others -- peers and/or adults?

3. Does the ability and need to express feelings change at the different growth stages of life?

   a. Infancy
   b. Preschool
   c. Middle childhood
   d. Adolescence
   e. Adulthood

B. After viewing the film:

Infancy

1. Infants learn how to get attention from birth. How? How does this influence their behavior?

2. How do you think a baby feels when it learns that mother does not come running every time it cries?

Preschool

1. Why is it important to encourage friendliness in children?

2. What is a good way to handle quarrels or temper tantrums?

3. What happens when the discouragement and punishment a child receives is more than the rewards and love?

4. What rewards are appropriate at the preschool age? what discouragements?

Middle Childhood

1. Is it true in your class that if a student misbehaves the rest of the students will punish him/her? Can you explain why or why not?

2. Does this happen in adult life?

3. Does it make a difference if both parents raise a child (or children) or if one does most of it?

Adolescence

1. A child's personality is influenced by its relationships with others. Develop a list showing what you would expect from a friendship, and in turn list those things you can contribute to a friendship.

CHILD DEVELOPMENT TEST

I. Short Answer (30 pts.) Name________________________________

1. List three ways in which the study of child development may help you:

   a.

   b.

   c.

2. List three responsibilities of the parents toward the babysitter (do not repeat concepts by using different words):

   a.

   b.

   c.

3. List three responsibilities of the babysitter (do not repeat concepts by using different words):

   a.

   b.

   c.

4. Before taking on the responsibility of looking after children, sitters need to ask themselves many questions. List three:

   a.

   b.

   c.

5. What is the best way to handle temper tantrums in children?

6. Children at age 2 are not very sociable. However, it is wise to encourage friendliness in children. Why?

I. Short Answer (continued)

7. How does the attention (or lack of it) which an infant receives influence his/her behavior?

8. Why do people of all ages need attention from others?

9. Name three rewards appropriate for a child age 3-4 when she/he does a good job.

   a.

   b.

   c.

10. What difference does it make if both parents raise a child or if only one parent assumes most of the responsibility (e.g., "Wait until your father gets home")?

II. Matching: Place in Column A the letter from Column B which best suits the age group described. (10 pts.)

Column A

_____ 1. Talks a lot
_____ 2. Curious and gets into things
_____ 3. Helpless; dependent on others
_____ 4. Needs realistic toys
_____ 5. Has active imagination
_____ 6. Needs toys which encourage group play
_____ 7. Needs toys for eye coordination
_____ 8. Very independent in dressing
_____ 9. Self-centered
_____10. Doesn't play well with other children

Column B

A. Infancy (birth - 1)
B. Toddler (1 - 2)
C. Preschooler (3 - 4)
D. School age (5 - 10)

III. Fill in the Blank (10 pts.)

1. ______________________________ a part of physical growth; refers to development of muscles.

2. ______________________________ ability to deal with feelings.

3. ______________________________ ability to get along with other people and respond to their needs and feelings.

4. ______________________________ change in a child's size -- height, weight, etc.

5. ______________________________ ability to learn and use ideas and language.

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Curriculum review for sex fairness in a literature program differs in one significant way from curriculum review for other subjects: you cannot rewrite literature, but must present the best literature despite sexist themes, characters or language it may contain. Although elementary school teachers can select new readers and math teachers can devise new word problems, secondary teachers cannot change the focus or wording of classics. Therefore, if you are to design a sex fair curriculum, you must find other ways to do it.

What are some of the specific sexism problems you face? First, there are few women in fiction who behave outside traditional stereotypes. Women authors appear infrequently in anthologies or in discussions of literary history. Therefore, you must deal with sexism not only in the works themselves, but also in the social and historical framework in which the author wrote. At some point, attention must be given to how the changing role of women in society is reflected in the literature of different periods.

You can overcome these obstacles with a little forethought and creativity. First, as you review the literature you teach, keep in mind sex fair goals such as these:

1. To increase student awareness of sexism in literature
2. To develop student understanding of the historical reasons for sexism in literature
3. To help students recognize the differences between women in literature and women in real life

To achieve these goals, you'll need to supplement the texts with literary selections that give a more balanced view of women. At times you should redirect the focus of your literary analyses, or develop and include relevant mini-units.

BECOMING SEX FAIR

Did you know that Lillian Russell, queen of the Gay Nineties, became a newspaper columnist, feminist and, in 1922, an emissary to Europe for Warren G. Harding?

Notes to the Teacher

In the following materials you will find a detailed outline of strategies for presenting a more balanced view of women in a literature curriculum. This is followed by three sample non-sexist activities based on the colonial period in American literature and by a list of ideas for all periods in American literature. Finally, a bibliography is included to help you develop your own activities about women in literature. Many of these selections may be found in literature anthologies, as well as in the sources cited in the Bibliography.

STRATEGIES FOR DEALING WITH SEXISM IN EXISTING COURSES

1. Make use of room decoration.

   - Create posters of women in literature.
     - Authors
     - Characters
     - Themes relevant to women

   - Use bulletin boards to draw attention to women in literature.
     - Encourage students to bring in current reviews of works by women authors.
     - Display book jackets of women in literature: authors and characters.

2. Supplement text materials with films.

   - Show films about women authors.
   - Show films about women in our society (to facilitate comparison of women's roles in literature and in real life).
   - Show films that explore the historical or social conditions in a given period.

3. Make substitutions in the required reading list.

   - Include major women writers if the text is imbalanced.
   - Incorporate minor women writers (especially since texts often fill out a period with insignificant male writers).
   - Include books on issues of relevance to women.

4. Offer alternative selections.

   - Distribute a selected bibliography of works by and about women.
   - Reserve a space in the room, library or learning center for works by and about women.
   - Set up an extra-credit report system to afford students the opportunity to share outside reading with the class. Encourage interested students to report on books by and about women.

5. Incorporate mini-units.

- Language
  - Explore the history of sexist words (those which use "man" to refer to both sexes -- mankind, chairman, fireman, mailman, manhood, etc.)
  - Through semantics, show what impact the words we use or those in literary selections have on women's self-image, goals, etc. Explore the implications of the self-fulfilling prophecy as it relates to language.
- Lives of women authors.
  - Review introductions to anthologies to see if the lives of women authors have been presented objectively. If they are treated as recluses, misfits or mad women, students in your classes will certainly develop a poor images of women authors.
  - Develop a unit on biographies of women authors that presents their lives in an objective way. Discuss how the society of their time might have accounted for the notoriety of many women authors such as George Sand. Discuss the lives of past women authors in terms of today's society. Would they be considered misfits today? Discuss the strong personal qualities that are necessary to have a life style different from the one dictated by society.

6. Role play in order to examine sex roles and restrictions that are different for men and women.

- Have students role play characters as if they were of the opposite sex.
  - For example, how would Hester Prynne have acted if she had been a man in Puritan America?
  - How would Arthur Dimmesdale have acted had his sin been exposed at the same time as Hester's? How would the same punishment have been given? Would he have accepted it as Hester did?
- Have students role play characters in novels as if they lived in a different period.
  - How would Hester Prynne act today if she were pregnant?
  - How would Arthur act today?

7. Include the historical approach in order to examine the effect of society on female characters and on the number of female authors.

- Make frequent reference to the woman's role in the society of a particular literary period. For example, analyze Poe's weak female characters as a reflection of society at that time.
  - Discuss the role of the Southern woman in the 19th century.
  - Discuss American romanticism.
  - Discuss the women in Poe's life.

- Raise issues related to women's roles in all literature, film or language study.
  - What were things like in a given time and place?
  - How did they get that way?
  - Have they always been that way?
  - Are they like that now?
  - Do women speak and act differently from men?
  - In what ways are they different?
  - In what ways are their lives easier or more difficult?
  - What would a character be like if living in another period?

8. Emphasize characterization in literature in order to reexamine sex roles.

- Study differences between free and stereotyped characters.
  - A fully developed character is a whole person. He or she has a separate identity from family and friends (which includes a name). Such a character is shown possessing a psychological and emotional self as well as physical attributes, as in Hedda Gabler.
  - A stereotyped character has a traditional role and often doesn't have a proper name. The total self is not explored or characterized (i.e., wife, mother, tomboy, teacher, nurse, or eccentric when in a male-dominated field). For example, in The Bride Comes to Yellow Sky, the main female character is called the bride throughout.
- Have the students list fully developed characters and stereotyped characters in literature covered so far.
  - How are female characters usually portrayed?
  - How about male characters? (A particulary good reference on this is Sex Bias in Junior High School Literature Anthologies, by Gayle Hurst.) [1]
- Analyze women characters in television or commercials and compare with those in literature and in real life:
  - Descriptions
  - Occupations
  - Activities
  - Contribution to plot
  - Mannerisms, qualities, etc.
- Examine the qualities of female characters who achieve free character status.
  - Are they going against the social structures of the day?
  - Are they presented in a bad light?
  - Must they have extra strength to enjoy the same freedom as men of their day?
- Extend characterizations of literary personalities to hypothetical siutations in order to point out social or historical conditions and the changing role of women. This helps students become aware of the restrictions upon women of different time periods and the difficulties in addressing these women.
  - Have students write letters to various women in literature.
  - Have those women reply to the letters (written by the same or a different student).

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[1] *Please refer to Bibliography, page 338.*

- Have characters of literature write to "Dear Abby," and have students respond.
- Have the students write a letter from a character of a modern novel to one in an older novel (or vice versa).

9. Give creative writing assignments
   - Rewrite stories to show what would have happened without sex bias. How might a play like Hedda Gabler have been different?
   - Rewrite stories showing characters assuming the traditional behavior patterns of the opposite sex. For example, how would The Great Gatsby have ended if Daisy has possessed the traditional male characteristics?

10. Above all, point out bias of all forms whenever you recognize it.

ACTIVITY 1

Novel Letters

AUDIENCE: *Secondary students*

OBJECTIVE: *After reading The Scarlet Letter, the student writes letters about the problems of being a male or a female in Puritan society*

MATERIALS: *The Scarlet Letter, by Nathaniel Hawthorne*[1]

TIMING: *2 or 3 hours (writing assignment and discussion)*

HOW TO USE:

1. *Have the students read The Scarlet Letter.*
2. *Make writing assignments.*
   - a. *Have the students assume the character of either Hester Prynne or Arthur Dimmesdale and write a letter to "Dear Abby" expressing their problem and asking for a solution.*
   - b. *Have the students exchange letters and write a solution to the problem.*
3. *Read several samples.*
   - a. *Ask the students if Hester or Arthur could have acted upon the suggested solutions in their own (Puritan) time.*
   - b. *Compare the choices that Hester Prynne would have if she were a modern woman. Would the possible solutions for Hester today be different from those for Arthur?*

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[1] *Please refer to Bibliography, page 337.*

ACTIVITY 2

A Puritan Woman

AUDIENCE: *Secondary students*

OBJECTIVE: *Given a selection of poetry from the colonial period, the student explores the roles and attitudes of Puritan women*

MATERIALS: *The Works of Anne Bradstreet in Prose and Verse, by Anne Bradstreet*[1]

TIMING: *2 or 3 hours*

HOW TO USE:

1. *Have the students discuss the harsh conditions in Puritan times that led to the strictly defined role structure in Puritan society (i.e., necessity of this structure for survival).*
2. *Discuss the function of the role of Puritan women ("Keeper of the Flame").*
3. *Have the students read a variety of poems from Bradstreet's book. Discuss:*
    a. *What is the subject matter of her poems?*
    b. *What are the themes of her poems?*
    c. *How was Bradstreet a typical Puritan woman? How was she not typical?*
    d. *Why were her poems tolerated?*
4. *Select one of her poems that deal specifically with her children, such as "In Reference to Her Children."*
    a. *How does Bradstreet feel about her children?*
    b. *What kind of example does she set for other Puritan women?*
    c. *Compare her attitude to that of a modern mother. Are there any differences? similarities?*
    d. *What social factors might explain these differences or similarities?*

ACTIVITY 3

A Seventeenth Century Woman

AUDIENCE: *Secondary students*

OBJECTIVE: *After reading a passage from colonial American literature, the student explores the changing role of women in society*

MATERIALS: *Sarah Kemble Knight's Journal*[2] *(selections can be found in many literature anthologies)*

TIMING: *40 to 60 minutes*

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[1] *Please refer to Bibliography, page 337.*

[2] *Malcolm Freiberg, ed., The Journal of Madame Knight. See Bibliography, page 337.*

HOW TO USE:

1. *Have them read the selection from Sarah Kemble Knight's Journal.*
2. *Discuss:*
    - a. *What are the customs Knight observed?*
    - b. *Compare them with your customs.*
    - c. *Is there any difference in the types of customs you noticed from those Knight noticed?*
    - d. *Do these differences tell you anything about the different types of cultures you live in?*
3. *Read the following excerpt: "...and that from very trivial matters of which some have been told me, but are not proper to be related by a female pen, tho some of that foolish sex have had too large a share in the story." Ask: What might this comment indicate about women's place in the society in which Knight lived?*
4. *Discuss Knight's occupation and travel arrangements, etc. Ask: From the information in the story, what role do you see for women in America in the 17th century?*
5. *Read an excerpt from a history book on women in 17th century America.*
    - a. *Ask students to discuss the ways Knight was different from most women in the 17th century.*
    - b. *How is Knight a typical 17th century woman? How is she like a more modern woman?*

IDEAS FOR ALL PERIODS IN AMERICAN LITERATURE

Founders of the Nation

1. Discuss the women who helped Franklin, Paine, Jefferson, Washington, and others to become the leaders they were.

2. Discuss the role of women in the Revolution.

3. Refer to The World Split Open: Four Centuries of Women Poets in England and America, 1552-1950, edited by Louise Bernihan.[1] It is a good supplement, since it includes many important female poets not normally included in anthologies. For this early period, introduce Phillis Wheatley, the first black poet whose works are preserved in American literary history.

4. Rewrite the Declaration of Independence in non-sexist language.

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[1] *See Bibliography, page 337.*

Age of Romanticism

1. How does the "romantic" woman differ from the real woman?
2. Explain the existence of the "romantic" woman in relation to the characteristics of American Romanticism.
3. Discuss the "romantic" qualities of the women in Poe's literature (e.g., Ligeria, M. Ushur, Helen, Annabelle Lee).
4. Discuss Poe's literary women in comparison to the real women in his life. How might they account for his literary portrayal of women (e.g., Mrs. Stannard; his wife, Virginia)?
5. Discuss Irving's portrayal of Manhattan women in "Early Life in Manhattan" from A History of New York.
6. Discuss the characterization of women in any of the tales in Cooper's Leatherstocking Saga.

Golden Years

1. Highlight Margaret Fuller and the Alcott sisters.
2. If Thoreau had been a woman, what topics might he have included in Civil Disobedience?
3. After reading Emerson's essays, how do you think Emerson would have voted on the Equal Rights Amendment? Support your answer with facts from his essays.
4. Research Emerson's biographies (notebooks, etc.) and report on his dealings with women and his feelings about women's roles in society. Is there any difference between the feelings he expressed in his essays and his actual feelings? Could he have meant the advice he gave in his essays to apply to women as well?
5. Can you name a woman prominent in public life today who would qualify for the definition of "a gentleman" found in Emerson's essay "Mourners?"
6. Research the ways in which women of this period contributed to literary magazines. Who were these women?
7. Emphasize the "factory girls" at Lowell and the poets who contributed to the Lowell periodical.
8. Read Holmes' "My Aunt." How did the education of his aunt differ from the education of today's women? What attitudes and changes have come about in the position of and attitudes toward unmarried women since Holmes' day?

Growth and Conflict

1. Read A Frontier Lady by Sarah Eleanor Royce. Discuss women's roles in advancing the frontier.
2. Study Negro spirituals. Play the records of Mahalia Jackson. Discuss the role of women in developing important folk literature in America.

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Why do so few qualified high school girls go on to the study of advanced mathematics or to careers in mathematics? One survey showed that nearly 60% of male college freshmen studied four full years of higher math in high school, while only 8% of the females were as well prepared. Why do girls seem to avoid such math-based careers as chemistry, physics, engineering, architecture, and medicine?

Many girls have been conditioned by parents, teachers, and peers to believe that boys by nature do better in math and science, while girls excel in English and the humanities. This idea is reinforced by textbooks with word problems that describe boys counting, measuring, building, and calculating. References to scientists, engineers, or computer programmers are nearly always to men. The woman most likely to be using math in word problems is a mother who compares the price of Brand X and Brand Y at the supermarket. For these and other reasons, girls often fulfill the prophecy by turning away from math at an early age.

A corollary problem is that many students don't understand the application of higher math to life after high school. Too often the teacher who is asked, "Why are we studying this?" or "When will I ever use this?" answers, "You'll need it for next year's class" or "Because 'they' say I've got to teach it." These are not the only answers. Such responses make it clear that even the teacher is unaware of the possible applications of specific math topics. The challenge to the teacher, then, is to encourage more girls to study math and to make clear to all students -- boys as well as girls -- the practical applications of math. How do you do it? In "Notes to the Teacher" there are several possible solutions to these problems.

BECOMING SEX FAIR

Emmy Noether was a German mathematician who made a significant contribution to modern algebra with her studies of abstract rings and ideal theory.

Notes to the Teacher

Two easy ways to add variety and relevance to word problems are to change the fictional names in the story to those of people students know and to show some men and women using math outside of the usual sex stereotypes. For the how-tos, as well as for specific examples of revised word problems, see Activity 1 which follows.

Activity 2, "Math in Everyday Life,"[1] *gives detailed examples of specific men and women using different mathematical principles in careers, hobbies, and day-to-day living. Although many of these activities are directed to teachers, they can be used with students as well. Following this series of personalities in math, you'll find a review of the booklet* Mathematics and Sex, *a summary of the educational and career inequalities of women in math.*

ACTIVITY 1

Making Word Problems Sex Fair

AUDIENCE: *Teachers of mathematics*

OBJECTIVE: *The teacher writes word problems for work sheets that are sex fair, relevant and interesting to students*

MATERIALS: *Any math textbook with word problems*

HOW TO USE:

1. *To identify the extent of sexism in a math text:*
   - *Count the number of word problems in the book that lack personal identification.*
   - *Of the number of people-oriented problems, determine the number of female vs. male references.*
   - *For persons of each gender in the problems, compute the ratio of those depicted in stereotyped roles to those in non-stereotyped roles.*
2. *In order to create work sheets of word problems that are sex fair, relevant and interesting to students:*
   - *Increase the number of problems that use the specific names of people.*
   - *Use the names of people and places that are familiar to students (faculty members, local school adversaries, nearby towns, etc.).*
   - *Make the number of females to males as close as possible to a ratio of 1:1.*
   - *Use non-stereotyped images of people for approximately 50% of the people-oriented problems.*

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[1] *Drawings in this section are by Elizabeth Navarro. Used by permission of the artist.*

- *Refer to pages 343-344 for examples of relevant sex fair word problems. The names of the people and places in the problems are ones that are very well known to the students of one school district.*

COMMENTS: *Teachers have found that sex fair, relevant word problems interest students and stimulate informal discussion about sex roles. Since the discussion is usually student-initiated, the results can be especially meaningful and genuine.*

EXAMPLES OF ADAPTED WORD PROBLEMS

A. Make the problems more people-oriented:

ORIGINAL	ADAPTED VERSION
The sum of the digits of a two-place decimal numeral is 12. When its digits are reversed, the new number exceeds the original by .36. What is the original number?	Mr. Olivera recently made a mistake when figuring the family budget. By reversing the decimal digits in his checkbook, he accidentally increased his balance by $.36. If the sum of the digits is 12, what is the correct balance?

B. Use familiar names and locations to better motivate students:

ORIGINAL	ADAPTED VERSION
The ages of three men are consecutive multiples of 4. Three years ago, the sum of their ages was 39. What are their present ages?	The ages of Mr. Baker, Ms. Pelligi, and Mr. Johnson respectively are consecutive multiples of 4. Three years ago, the sum of their ages was 87. Find their present ages.

C. Increase the number of women involved, as needed:

ORIGINAL	ADAPTED VERSION
Two cars race on a 4-mile oval track. The sum of the rates at which they travel is 200 m.p.h. Find the rates of each car if the faster car gains one lap in 40 minutes.	Estelle Civotella and Billie Campbell are jogging around a 4-mile track. The sum of their rates is 20 m.p.h. Find the rates of each if Estelle Civotella gains one lap in 40 minutes.

D. Present men and women in non-stereotyped roles:

ORIGINAL	ADAPTED VERSION
Mr. Campbell, an industrial chemist, has a solution which is 60% alcohol. After he draws off 5 liters and replaces it with 5 liters of alcohol, the resulting solution is 85% alcohol. How many liters does he have?	*Ms. Fitzgerald, an industrial chemist, had a solution of 60% alcohol. After she drew off 5 liters and replaced it with 5 liters of alcohol, the resulting solution is 85% alcohol. How many liters did she have in the beginning?*

WORK SHEET

1. It ordinarily takes a bus 30 minutes to travel the 18 miles from the bus station in Milltown to the airport. However, during the rush hours of 4:00 to 6:00 p.m., the bus can travel only 15 miles in the same length of time. If buses leave the station every hour and every half-hour thereafter, and if 15 minutes elapse between disembarking from a bus and boarding an airplane, what is the last bus that you can take from the station to make a plane which leaves the airport at 5:55 p.m.?

2. In 4 seconds, an entire Amtrak train passed Barbara Schmidt, who happened to be walking toward Greenville in the same direction as the train at 4 m.p.h. If the train was traveling at 40 m.p.h., how long was the train?

3. Mr. Goldstein has a beautiful picture in his room. This rectangular picture is 3 inches longer than it is wide. The picture is surrounded by a frame 2 inches wide. The area of the picture and frame is 132 square inches greater than the area of the picture. Find the width of the picture.

4. While talking about her recent trip to France, Ms. Menocale described a certain castle: "It is twice as long as it is wide, and is surrounded by a moat 20 feet wide. The area of the castle floor (the area of the rectangle inside the moat) lacks 3800 square feet of equalling the area of the region bounded by the outer edge of the moat." Find the dimensions of the castle.

5. Ms. Holden invested part of her $15,000 lottery winnings in the Central City Bank at 6% and the remainder at 4%. If she had invested twice as much at 6% and the remaining amount at 4%, she would have increased her income by $120. What sum did she actually invest at 6%?

6. Joan King owns several orange groves. When one of her oranges drops, it rebounds to a height that is 75% of that from which it falls. From what height has it dropped if it has traveled 286 centimeters by the time it strikes the ground for the fourth time?

7. David Varesse can grade a set of test papers from his third grade class in an hour and a half, but his assistant requires two hours to grade the same set. After working together for 30 minutes, David left to teach his class and his assistant completed the grading. How long did it take the assistant to complete the job?

8. Mr. Montgomery punched one-third of a set of punch cards in two hours. He was joined by Mr. Landis, and together they finished the set in two more hours. How long would it have taken Mr. Landis to do the job alone?

ACTIVITY 2

Math in Everyday Life

AUDIENCE: *Teachers of mathematics*

OBJECTIVE: *The teacher identifies practical, sex fair applications of the basic skills of mathematics and creates supplementary lessons that are based on these applications*

MATERIALS: *None*

HOW TO USE:

1. *List each major skill that is taught in your program throughout the year.*
2. *For each skill, identify at least one occupation that requires the skill.*
3. *Contact guidance personnel, friends, and others to find practical uses of mathematics in areas not commonly known, until all skills are represented by appropriate careers.*

4. *Create a "Personality of the Unit" (or use the examples on pages 345-360).*
   a. *Develop each personality by including the hobbies, secondary occupations, and personal interests of the person in the presentation.*
   b. *Ensure sex fairness by:*
      1) *creating a ratio of nearly 1:1 of male-to-female career people.*
      2) *showing both women and men in typical and atypical occupations (a male payroll clerk, a female car racer, etc.).*
   c. *Use a picture (photograph, if possible) of the "personality."*
   d. *Within the framework of the vocation or avocation, create specific questions relating to the mathematics skill presented in the unit.*

COMMENTS: *The students in one school were given the "personality" pages as an optional activity at first, but since the discussions were so interesting nearly all students went back to complete the initial pages. Some students even suggested additional occupations. This personal interest provided an incentive to work and an interesting conclusion to each unit.*

The teacher found that even sex-biased faculty members liked the mini-units because they showed practical applications of math materials. Some even suggested personal interests to be included in future sketches and were not opposed to presenting women and men in roles other than those traditionally expected. (This was probably because men as well as women were "personalities.")

In short, both students and faculty enjoyed the new career-awareness lessons.

PERSONALITY OF THE UNIT: Whole Numbers

Arthur and Pauline Russell are real estate agents who have decided to repaint the house they just bought. The previous owners had let its appearance deteriorate, and the Russells paid much less than the market value of their house. They are doing the work themselves, whenever they can find the time, and are anxious to finish the job quickly.

FOR
SOLD
SALE

They have written out the following chart to help decide how much paint and stain they will need:

Surface	Type of Paint/Stain	Square Meters (1st Coat)	covered per liter (2nd Coat)
Acoustical Tile (ceilings)	Latex flat	3	4
Cement floors	Porch & Deck Paint	11	15
Shingle Siding	Exterior house paint	8	10
Unfinished doors	Stain or varnish	5	7
Walls & ceilings	Latex, flat or semi-gloss	11	14

Example: Pauline painted the ceilings upstairs, an area of 77 square meters using latex flat paint. How many liters of paint did she buy?

First coat: $\begin{array}{r} 7 \\ 11\,\overline{)\,77} \\ \underline{-77} \end{array}$

Second coat: $\begin{array}{r} 5\frac{1}{2} \\ 14\,\overline{)\,77} \\ \underline{-70} \\ 7 \end{array}$

She needed 7 + 5½ or 12½ liters of paint, but had to buy 13 liters of flat white ceiling paint.

Complete this chart:

Surface	Type of Paint/Stain	Number of Square Meters	Paint needed (liters) 1st	2nd	Total
Downstairs Ceilings	Latex flat	132			
Living Room	Latex flat	55			
Kitchen	Latex semi-gloss	33			
Cement Patio Floor	Porch & Deck Paint	22			
5 unfinished doors	Varnish	10			
Rec. room ceiling (acoustical tiles)	Latex flat	90			
Shingle siding	Exterior house paint	216			

PERSONALITY OF THE UNIT: Decimals

For many people, construction work is an ideal occupation. The outdoor environment, the flexible hours, the good wages, and the opportunity to work with people are all considered advantageous.

Barbara Williams, a member of the Sheet Metal Workers Union, installs air conditioning and heating ducts in large office buildings. She is currently working in Tempe, Arizona. The desert location allows her privacy when needed, but convenient access to Phoenix for her social activities.

Barbara is paid $8.15 an hour. She must clock in and out at work every day, and her hours are totaled at the end of the week. The number of hours is then multiplied by $8.15, and this is her gross income for the week. (All of her taxes must then be deducted from this amount before she is paid her net wages.)

Below are the hours Barbara worked for a six-week block of time. Add the number of hours for each week and determine her weekly gross pay. Then answer the questions that follow.

WEEK 1	HOURS	PAY
Monday	7.50	
Tuesday	4.25	
Wednesday	5.25	
Thursday	3.50	
Friday	6.75	
TOTAL		

WEEK 2	HOURS	PAY
Monday	5.50	
Tuesday	6.25	
Wednesday	7.75	
Thursday	7.50	
Friday	8.00	
TOTAL		

WEEK 3	HOURS	PAY
Monday	8.25	
Tuesday	5.50	
Wednesday	5.50	
Thursday	4.75	
Friday	6.25	
TOTAL		

WEEK 4	HOURS	PAY
Monday	6.50	
Tuesday	7.25	
Wednesday	4.25	
Thursday	6.50	
Friday	5.50	
TOTAL		

WEEK 5	HOURS	PAY	WEEK 6	HOURS	PAY
Monday	8.40		Monday	3.25	
Tuesday	6.75		Tuesday	7.25	
Wednesday	5.50		Wednesday	8.50	
Thursday	7.75		Thursday	6.75	
Friday	6.25		Friday	8.50	
** Saturday	4.00				
TOTAL					

** Saturdays are paid at time and a half.

QUESTIONS:

1. Which week did Barbara earn the most?
2. Which week did she earn the least?
3. How many total hours did she work during the entire six weeks?
4. Why would Barbara's hours vary from one week to the next?

PERSONALITY OF THE UNIT: Decimals

Heather O'Shaughnessy, an environmentalist who works for the Federal Bureau of Statistics, predicts wildlife populations in the United States. She attended the University of Nevada at Las Vegas and majored in Statistical Analysis.

Her experiences with the local 4-H chapter helped spark an interest in ecology and wildlife conservation. She lists her other interests as camping, horseback riding, and guitar playing. On rainy days she likes to read.

Heather recently dealt with the plight of the American buffalo. Although the herds were once large, the number of buffaloes has been on a steady decline. By careful management and protection, the number of buffaloes is expected to increase, thus providing the world with a much-needed additional source of meat.

Population depends upon many factors:

	ADULT		CALVES	
	Males	Females	Males	Females
JAN. POPULATION	M	F	m	f
SURVIVAL RATE	.95	.95	.50	.45
YEARLY HARVEST	H	h	None	None
DEC. POPULATION	W	X	Y	Z

Heather uses the following equations to make her predictions:

(1) $W = .95M + .50m - H$ (3) $Y = .48X$

(2) $X = .95F + .45f - h$ (4) $Z = .42X$

If at the beginning of this year:

$M = 2500$ $m = 500$ $H = 350$

$F = 2800$ $f = 500$ $h = 310$

you can then make these predictions about the number of buffalo at the end of the year:

(1) $W = .95M + .50m - H$

$W = 2375 + 250 - 350$

$W = 2275$ adult males surviving

(3) $Y = .48X$

$Y = .48(2600)$

$Y = 1248$ male calves born

(2) $X = .95F + .50f - h$

$X = .2660 + 250 - 310$

$X = 2600$ adult females surviving

(4) $Z = .42E$

$Z = .42(2600)$

$Z = 1092$ female calves born

Assuming that the rates established in the previous problem remain constant, can we then predict the size of the herd at the end of the second year? (HINT: Use the values that you have determined for W, X, Y, Z.)

Exercises:

1. Calculate W, X, Y, and Z for the end of year 2.
2. Find the total size of the buffalo herd at the end of year one, and compare this to the total at the end of year 2. What is happening to the number?
3. Calculate W, X, Y, and Z for the end of year 3. Is the trend continuing?

Questions for Discussion

Is this trend advantageous?

What actions could you take at this time if you were an environmentalist?

PERSONALITY OF THE UNIT: RATIONAL NUMBERS

Gary Brenner has just finished 4 years in the United States Navy working in the Pentagon. As a part of his job as aide to Admiral Shroter, Gary was responsible for filing, typing, taking machine dictation and composing letters for the admiral. Gary has a diploma from Fillmore High School in Springfield, Vt. He does not plan to go to college since he has found an occupation that is both interesting and rewarding.

After comparing salary scales, Gary decided to apply for a job in private industry. He applied for a job as an executive secretary at a large insurance company in Baltimore, Md. Of the applicants, the company chose 4 people who met their basic requirements. These people were given typing tests to determine their speed and accuracy.

Below are listed the results of the tests. Determine the number of words per minute for each applicant. Who would you hire? How many more words would Gary have to type correctly in the same amount of time if he wanted to get the job?

$$\text{words per minute} = \frac{\#\text{ total words} - 1/2\#\text{ wrong words}}{\#\text{ minutes}}$$

	TOTAL WORDS	WRONG WORDS	MINUTES
Gary	272	4	5
Wanda	181	2	3
Alice	211	2	5
George	196	2	3

PERSONALITY OF THE UNIT: PERCENT

Pat Christofferson is the loan officer of the National Bank of Utah. She took business courses in high school and attended Price Business College upon graduation. She majored in economics and received an associate degree after two years.

She loves all sports and especially likes to go to Vail, Colorado, for skiing. Pat also enjoys playing computer games and backgammon.

Anyone who wishes to borrow money from the National Bank of Utah must apply to Ms. Christofferson. Since the interest rates vary, she determines the interest and the total payments for each applicant after she decides to approve a loan. She uses this simple-interest formula:

$$i = P \times r \times t$$

interest = Principal (amount borrowed) x rate (percent per month) x time (# of months)

Suppose Mr. Stiller wanted to buy a $500 stereo. He would borrow the money for two months at an interest rate of 2% per month. How much interest would he have to pay?

$$i = p \times r \times t$$
$$i = 500 \times 2\% \times 2$$
$$i = 500 \times .02 \times 2$$
$$i = 20$$

Mr. Stiller would pay $20 interest.

If Mr. Stiller takes the loan, how much would the stereo actually cost him?

$ 500 principal
+ 20 interest

$ 520

The stereo would actually cost Mr. Stiller $520.

Mr. Stiller also wishes to make the following purchases. Find the actual cost of each item if he borrows at the given rates:

		Cost	Rate	Length of Loan
(1)	Curtains	$175	3%	3 months
(2)	Dinette set	$400	2%	3 months
(3)	China	$350	1%	7 months
(4)	Tiffany lamp	$250	2%	5 months
(5)	Bed	$450	1%	6 months
(6)	Dresser	$250	1½%	12 months
(7)	Chair	$350	2.5%	18 months
(8)	Desk	$315	1.8%	4 months
(9)	End table	$105	1.5%	12 months
(10)	Television	$620	1¼%	4 months

PERSONALITY OF THE UNIT: PERCENT

Carl Kilson enjoyed his work in the vocational-technical high school where he studied automotive mechanics. He worked as an auto mechanic for five years after his graduation and then became manager for that company's service department.

Now he and his friend Hal Brown run a used-car sales agency. Carl's experience has taught him a lot about the depreciation of cars and their resale values. This helps him recommend good bargains to his customers. He and Hal are able to determine fair prices for the cars they sell, which keeps their inventories moving.

Here is an example of a table of depreciation for a certain model car, which shows its original price and its declining values for the next six years:

Age	Value	Depreciation	Approx. Rate of Depreciation
New	$8050	----	----
1	7200	$ 850	11%
2	5800	2250	28%
3	5495	2555	32%
4	4900	3150	39%
5	4100	3950	49%
6	2995	5055	63%

After which years do you find a sharp change in the rate of depreciation?

Why do you think this happens?

Exercises:

1. Construct a table showing depreciation for a car that costs $9400 when new and has trade-in values for the next 6 years of $8150, $6350, $5200, $3700, $2595, and $1995. Round percents to the nearest whole percent.
2. Construct a table for a car that sold for $5700 when new and in succeeding years sold for $4695, $3850, $3595, $2995, $2200, and $1995.
3. Where do you find the greatest change in the rates of depreciation?

   Does this follow the same pattern as the sample problem?

PERSONALITY OF THE UNIT: PERCENT

Chris Stepanski works with the Eugenia Police Department, but from January through April she also works with the local IRS office in the evenings and on weekends. She helps people fill out their federal and state income tax forms.

First, Chris lists their total income and then itemizes all their deductions to find "taxable income." A tax-rate schedule is used to compute the amount of tax due.

Part of the tax schedule for 1976 is reproduced below.

Single Taxpayers (Schedule X)

If the amount on Form 1040, line 47 (taxable income) is:		Enter on Form 1040, Line 16:	
over--	but not over--		of the amount over--
$22,000	$26,000	$5,990 + 40%	$22,000
$26,000	$32,000	$7,590 + 45%	$26,000
$32,000	$38,000	$10,290 + 50%	$32,000
$90,000	$100,000	$46,190 + 69%	$90,000
$100,000	- - - -	$53,090 + 70%	$100,000

Example 1: If the amount of taxable income is $23,400, how much tax (T) is due by April 15?

1. Locate the limits: between $22,000 and $26,000
2. Set up an equation: T=5990 + .40 (23,000-22,000)
3. Solve for T: T=5990 + .40 (1400)
   T=5990 + 56
   T=6046
4. Write the answer: The tax due is $6046.

Example 2: If the amount of taxable income is $22,000, how much tax is due.

1. Locate the limits: between $22,000 and $26,000
2. Set up an equation: T=5990 + .40 (22,000-22,000)
3. Solve for T: T=5990 + .40 (0)
   T=5990
4. Write the answer: The tax due is $5990.

Exercises:

1. Find the tax due if the amount on line 47 is:
   a) $22,200
   b) $25,650
2. Write equations to find the tax on the following taxable incomes:
   a) $26,100
   b) $31,800
   c) $32,800
   d) $37,950
3. Find the actual amount of tax due in each part of exercise 2.
4. Write equations and compute the tax when the taxable income is:
   a) $ 90,200
   b) $ 98,800
   c) $102,600
   d) $225,500

Questions for Discussion:

1. Do you feel this is an equitable method for "sharing the wealth among all"?
2. What disadvantages, if any, do you see in this type of tax structure?

PERSONALITY OF THE UNIT: SQUARE ROOT

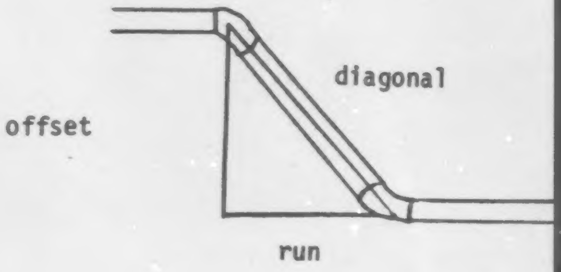
Margot Pazner studied engineering at Drexel University in Philadelphia. After graduation, she wanted a change of environment, so she applied for a job with an Alaskan pipeline company. They were glad to have someone with her superior qualifications.

Sometimes a pipeline has to be installed at an angle to avoid an obstacle. To do this, Margot's crew connects a piece of pipe on a diagonal by using a fitting called an elbow.

Margot uses the Pythagorean Rule to find various distances. The offset (f), the run (r), and the diagonal (d) shown below form a right triangle.

$$(\text{offset})^2 + (\text{run})^2 = (\text{diagonal})^2$$

$$f^2 + r^2 = d^2$$



Margot had a problem where the run was 7 dm, and the diagonal was 14 dm. She then solved for the offset.

$$f^2 + r^2 = d^2$$

$$f^2 + 7^2 = 14^2$$

$$f^2 + 49 = 196$$

$$f = 147$$

$$f = \sqrt{147}$$

$\sqrt{147}$

1. guess = 12.5
2. divide 147 ÷ 12.5 = 11.8
3. average $\begin{array}{r} 12.5 \\ +\ \underline{11.8} \\ 24.3 \end{array}$

$24.3 \div 2 = \boxed{12.2}$

Find the missing lengths to the nearest tenth of a decimeter.

	offset (dm)	run (dm)	diagonal (dm)
1.		8	16
2.	3		6
3.	10	10	
4.		3	8

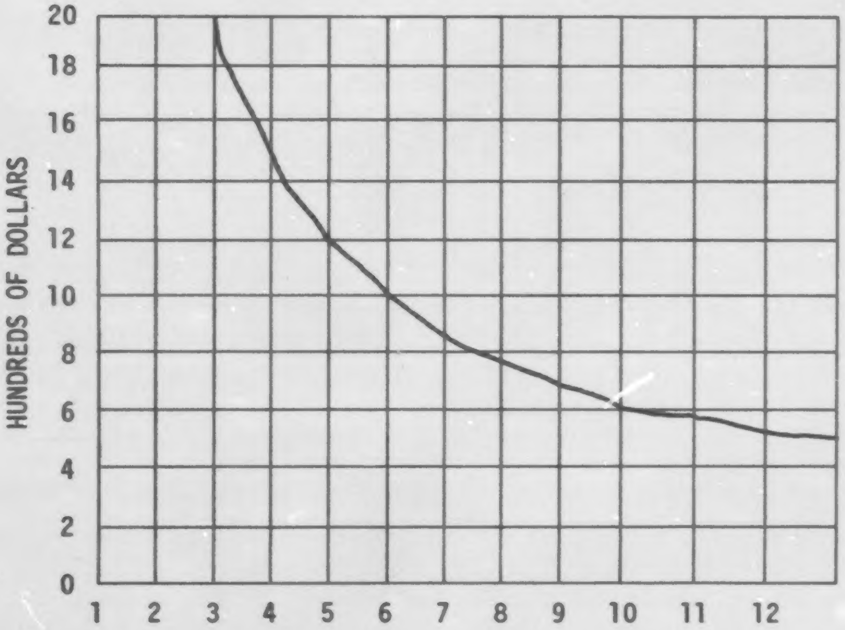
PERSONALITY OF THE UNIT: METRICS

Min-chih Chun is a sales representative for Sienco Electronics Corporation. She travels by car to many of her local customers. Although Sienco provides her with a company car, Min-chih must pay for her gasoline from an expense allocation, so she wants to keep this cost at a minimum. When she compared fuel consumption for some cars, she summarized her findings in this chart:

Type of Car	Km/Liter	Gasoline Annual Expense
1. Subcompact (4 cyl)	11	__________
2. Compact (6 cyl.)	8	__________
3. Intermediate (6 cyl.)	7	__________
4. Full Size (8 cyl)	5	__________
5. Station wagon (8 cyl.)	4	__________

Min-chih prepared the following graph, based on a price of 20¢/Liter for gasoline for each car:

ANNUAL GASOLINE EXPENSES



USE THIS CHART TO COMPLETE ANNUAL GASOLINE EXPENSES, ABOVE

FUEL CONSUMPTION -- in kilometers per liter

Min-chih loves fishing and boating at a lake and travels there whenever she can. Assuming that she uses her car for 20,000 km. each year on personal business, how much would she spend for gasoline for her personal use if she kept each car the specified time?

1. car #1 for 3 years __________________
2. car #3 for 1 year __________________
3. car #5 for 1 year __________________
4. car #2 for 2 years __________________

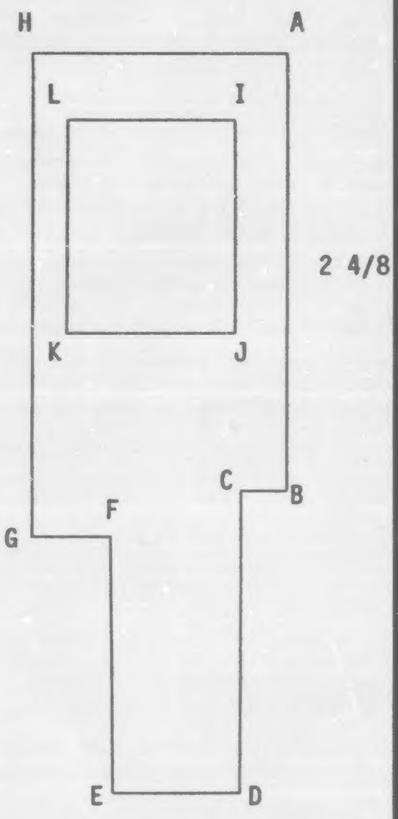
PERSONALITY OF THE UNIT: MEASUREMENT

Robert Jackson is a mechanical designer for the Vance Tool and Die Company. It is his job to make scale drawings of the tools the company will cast. He must be very careful because the company loses money and time in recasting the die if his drawings are not correct.

Robert attended the City College of New York and studied mechanical drawing and design. He likes to spend his weekends either playing football in Central Park, or working on his Corvette.

Robert has to make a scale drawing of this part. Measure each segment to the nearest eighth of an inch and label it. If the scale drawing is to be 1/2 the actual length, determine the length of each segment of the scale drawing.

	ORIGINAL	SCALE
1. $\overline{AB}$	2 1/2 inches	$2\frac{1}{2} \times \frac{1}{2} = 1\frac{1}{4}$ inches
2. $\overline{BC}$		
3. $\overline{CD}$		
4. $\overline{DE}$		
5. $\overline{EF}$		
6. $\overline{FG}$		
7. $\overline{GH}$		
8. HI		
9. $\overline{JK}$		
10. $\overline{KL}$		



A REVIEW OF MATHEMATICS AND SEX[1]

This booklet is a report of a pilot study that was instituted by members of a seminar on "Women in Mathematics" at the University of California at Santa Barbara. The study began shortly after it was noted that the matematics faculty at the university consisted of 32 males, while the secretarial staff numbered six females.

The publication addresses itself not to the inequalities in employment for women, but to their educational preparation through both counseling and training. It asks why the proportion of women who enter the field of mathematics, compared with the number who are actually qualified, is so low. One major factor influencing a woman's career choice was found to be a lack of high school preparation for the challenging courses in college mathematics, science, etc. In one study, nearly 60% of male freshmen had taken four full years of mathematics, but only 8% of the females were as well prepared. It appears that women, although interested and capable in the field, deliberately avoid careers that involve mathematics -- such as chemistry, physics, engineering, architecture, and medicine.

ELEMENTARY AND SECONDARY EDUCATION

While boys preferred science and social science, and girls preferred English, both expressed approximately the same feelings about mathematics: of the four choices, about 30% liked the subject best, 23% second best, 20% third best, etc., through the grades.

In the last four years, however, while half the students felt that boys and girls performed equally well in mathematics, one-third of those questioned felt that boys performed better, and only 16% thought that girls did better than boys. (Since a small majority of teachers interviewed felt that their male students outperformed females, the possibility exists that the boys were merely living up to teacher-set expectations.)

It was noted that in both high school and college, where math becomes an optional course, males were much more likely to schedule it than females. The conclusion is drawn that men are more aware of the practical necessity of math in their jobs than women.

The study found that students at all grade levels turned to their mothers rather than their fathers for help in English (by a ratio of better than 4 to 1). The trend in mathematics, however, underwent a dramatic reversal during the middle years of the K-12 sequence. In grades 2 through 6, for example, the ratio was approximately 2 to 1 in favor of the mother's help. Between 6th and 7th grades, it leveled to about 1 to 1; but by the junior high school years, the father's help was requested by a majority of nearly 3 to 1. This was the widest margin at any time in the 12 school years. What must this indicate to the female student?

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[1] John Ernest et al., Mathematics and Sex. See Bibliography, page 364.

POST-HIGH SCHOOL

Once college-level mathematics courses were selected and opportunities made available for students to drop from the sequence, the attrition rate for females was, in one study, nearly 2 to 1. This was especially significant since more than half of those originally enrolled were male.

At the higher levels of achievement, the disparity was even more noticeable. One study showed that only 4.5% of tenured faculty members of doctorate-granting mathematics departments were female. For members of 27 "prestigious" research departments, women represented only 3% of the total, and at the level of full professorships, it was a saddening 1.6%.

RECOMMENDATIONS

Several methods are listed as possible means by which women who evidence interest and capabilities at early grade levels may be encouraged to continue their study of mathematics:

1. Encourage the formation of all-female mathematics classes at any grade level, utilizing a discovery approach and such tools as puzzles, games, and computer activities, to foster a continuation of high interest levels in mathematics.
2. Institute "Math Phobia Clinics" to bring students' fears to light and to make students aware of their own actual potential once their concerns have been met.
3. Provide remedial, college-level pre-calculus courses for credit to remedy the weaknesses of insufficient preparation for college mathematics.

SUMMARY

This booklet covers the evaluation of contributions by and images of women in the mathematics professions. It concludes that anyone who wishes to pursue a career in mathematics must be not only "neat, logical and orderly," but also appreciative of the "creative, imaginative, and aesthetic aspects of mathematics." These choices must be freely made by avoiding sterotyped restrictions and pressures, whether overt or covert, beginning at the most elementary levels and continuing throughout the educational strata.

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MUSIC

Music expresses life and life's emotions, but it has no gender. All artists have different styles and different personalities, which are reflected in their performances' distinguishing one from another. Real differences are not matters of masculinity or femininity, but rather of perception, communication, projection and artistry.

Although music has nothing to do with gender, people often stereotype music and responses to it. For example, prejudice says that boys should not be too interested in serious music or dance; that certain instruments are the preserve of one sex or the other; that women have made little contribution to the history and development of music.

How can you help students break out of these stereotypes for a better understanding and appreciation of music? This question is the major focus of all the ideas and activities that follow. As you update your music curriculum, one of your major objectives should be to counteract sexism in the music program.

BECOMING SEX FAIR

Sarah Caldwell conducted the Metropolitan Opera in 1976. Many speak of her as THE finest operatic director in America today.

Notes to the Teacher

The sample sex fair music materials that follow are organized into four sections:

- *Promoting Sex Fairness in Music. A listing of ideas and strategies you can use to help students learn about music without sex bias.*
- *Five activities. Designed for students of different ages, these activities will help you counteract sex stereotypes in music.*
- *Women in Music. An extensive list of women who have been prominent in music throughout the centuries.*
- *Sources. A bibliography of sex fair books, cassettes, filmstrips, articles and other information.*

The objective of all sections is to provide easy to use, sex fair ideas and materials to supplement a music curriculum.

PROMOTING SEX FAIRNESS IN MUSIC

1. Identify songs with sexual bias. Discuss the origins of each identified stereotype with the students. ("All or Nuthin'" from Oklahoma! is a good example to use.)

2. Develop a list of supplementary unbiased music teaching materials. The Bibliography at the end of this section includes examples of such materials. Use these materials to supplement any biased materials you are now using.

3. Have the students do their own research on the traditional stereotypes in songs (men as the adventurers, women as the center of the home). Have them study the words of different popular songs, analyze stereotypes they note, then present their findings to the class.

4. As a class project, rewrite a biased song so that it is no longer stereotyped. For example, "Drummer Boy" and "Three Drummer Boys" are songs suggesting that only boys play drums. Why not a song about a girl playing a drum? "Que Sera" ("Whatever Will Be") is a good song for older students to rewrite.

5. Place posters and pictures of women and men musicians on bulletin boards.

6. Strive for a balance of women and men music teachers in elementary and secondary schools, so that children learn by example that gender has nothing to do with talent or the love of music.

7. Create an atmosphere which encourages boys and girls to play different instruments and to participate in dance activities. For example, boys should have opportunities to play violins, flutes, and oboes, while girls try drums, trumpets and trombones. If the students learn about ballet, square dance, oriental dances, and polkas at an early age, they'll be more likely to appreciate these art forms without bias when they are older.

8. Invite performing groups with male and female members, such as string quartets, to your classes.

9. Prepare lists of women's accomplishments in music. Ask the students to make oral presentations or write themes about noted women musicians. A good source of information is Notable American Women, 1607-1950. A Biographical Dictionary, edited by Edward T. James et al.[1]

10. Have bulletin board and classroom displays that show people in many different fields of music. Make a collage showing people in your community involved with music. Include pictures as well as newspaper articles or reviews. This could be a year-long display, with students participating by adding new materials as they find them.

11. Examine and discuss songs with content that centers on contemporary forces and conditions that adversely affect women or minorities. Buffy St. Marie's "My Country 'Tis of Thy People You're Dying" is an example of this kind of song.

ACTIVITY 1

Free to Be

AUDIENCE: *Grades K, 1, 2*

OBJECTIVE: *The student explores through song some of life's many options, unhampered by sex-role stereotyping*

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1. Please refer to the Bibliography, page 384.

MATERIALS: *Record, Free to Be You and Me; film (optional), Free to Be You and Me*[1]

TIMING: *20 minutes, or 60 minutes if the film is shown*

HOW TO USE:

1. *Choose songs and poems from the record Free to Be You and Me that have the most meaning. Let the children listen to them.*
2. *Divide the children into groups of five each and have groups choose a favorite part to sing, dance, or act out. One good example is "It's All Right to Cry," which concerns expressing one's feelings, even if they are sad ones. This particular song is sung to little boys by Roosevelt Grier. A small group could act it out by pantomiming or dancing the feelings as the song is sung.*

OTHER USES:

- *Have the students create their own version of Free to Be You and Me and present it to another class in this way:*
    - *The students write their own lyrics and titles, using the names of students in the class. Suggest that they adapt them to the tunes on the record or to familiar tunes such as "Frere Jacques."*
    - *Have the students present the songs through a wide variety of activities -- singing, dancing, acting out, playing instruments. Make sure each student is involved in an activity.*
    - *Conclude with the song "Free to Be You and Me."*

COMMENTS: *This activity encourages individuality and creativity.*

ACTIVITY 2

Write Me a Song

AUDIENCE: *Elementary students*

OBJECTIVE: *The student writes new, non-sexist words to an old tune*

MATERIALS: *Music books and a tape recorder*

TIMING: *30 minutes*

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[1] *Please refer to the Bibliography, page 384.*

HOW TO USE:

1. *Explain that the words of songs sometimes give inaccurate pictures of what people do. For example, ask: Are farmers always men, as "Farmer in the Dell" and "Old McDonald" imply?*
2. *Divide the students into groups of two or three.*
3. *Have the students choose a favorite tune from one of their books and hum the tune, then decide what the tune seems to express -- humor, surprise, happiness, sadness.*
4. *Have each group choose an occupation and create a song about it. Encourage them to fit both sexes to the tune: "Rosie and Richard, the plumbers," "When Sally steers the steamship," "Daddy does the dusting, Mother milks the cow." Encourage children to have fun creating stanzas.*
5. *Each group should practice, tape-record and play their song for the class.*

OTHER USES:

- *Have each group write the words to their song and the name of the tune to which it is sung. Assemble the songs in a class song book.*

COMMENT: *This project can be started in class and continued outside of class.*

ACTIVITY 3

Diane the Drummer

AUDIENCE: *Elementary students*

OBJECTIVE: *The student writes Kodaly charts, using the names of the children in the class and the names of a variety of occupations*

MATERIALS: *Cardboard and magic marker*

TIMING: *15 minutes*

HOW TO USE:

1. *Say the name of a student in the class, and ask a student to tap or clap out the name and write a Kodaly notation of the name on the cardboard.*

2. *Ask a student to say the name of an occupation and clap out the name. Have the student write the Kodaly notation of the occupation on the cardboard.*

3. *For different rhythm effects, match the names of students with the different occupations -- Diane, drummer; Diane, nurse; Diane, astronaut.*

4. *If the students react with "girls can't be astronauts," ask why not. Continue with another name and occupation: "Geraldine, gardener." Make the point that nearly any name can be matched with any occupation.*

5. *Place all Kodaly notations of the names of students and occupations on the blackboard. Then clap, tap and accompany with instruments.*

6. *Short definitions of the occupations could be written underneath each one if the students are not familiar with the occupation.*

OTHER USES:

- *Make a bulletin board display of students' names and what they want to be in the future, written in Kodaly notation.*

ACTIVITY 4

Women in the Arts

AUDIENCE: *Secondary students*

OBJECTIVE: *The student explores the contributions and problems of women artists*

MATERIALS: *Filmstrip, The Artist, from the series Women in American History,*[1] *by Susan Kempler and Doreen Rappaport*

TIMING: *20 minutes*

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[1] *Please refer to the Bibliography, page 384.*

HOW TO USE:

1. *Using the guide to the filmstrip, discuss the different kinds of artists in the world today.*

2. *Show the filmstrip.*

3. *Discuss: Are there particular problems a woman artist faces? Are there ways in which the work of a female artist is likely to be different from that of a male artist? Are there certain subjects women artists should not deal with? Men artists? Why did writers such as George Sand once choose to use the pen names of men? Are there any reasons for women artists to use men's names today?*

OTHER USES:

- *The filmstrip can lead to a research assignment on women in the arts, depending on the ages of your students. The students could review biographical studies of artists, writers, and musicians to determine the struggles that are common for women artists. A number of resources students could use for research assignments are included in the Bibliography.*

COMMENT: *This is a fast-moving filmstrip. You may want to stop it from time to time so that the students can grasp the artists' names and discuss each sequence.*

ACTIVITY 5

Women in Songs

AUDIENCE: *Secondary students*

OBJECTIVE: *The student identifies stereotypes in musical selections from the 50s, 60s, and 70s.*

MATERIALS: *Records from the 50s, 60s, and 70s and songbooks with songs of the 50s, 60s, and 70s.*

TIMING: *30 minutes*

HOW TO USE:

1. *Listen to records from each of the three decades. Read lyrics from songbooks of the same decades*

2. *Discuss the view of women in the different decades. Ask: What are the images of women in the songs? Are the images of women limited and limiting? How?*

3. *Listen to some songs of the women's movement. How is the image of woman presented in these songs different from that in the popular songs?*

4. *Have the students write and perform a song expressing a view of woman that they would like to see prevail in today's society.*

OTHER USES:

- *Create a collage illustrating how women have been viewed in song during the three decades.*
- *Construct a bulletin board with song lyrics and pictures representing women in each decade.*

COMMENT: *This is a project that can be presented in one class and continued as students add information from newly released songs.*

WOMEN MUSICIANS [1]

Abbott, Emma (1850-1891), *formed the Emma Abbott English Opera Company in 1878; she was important primarily as a popularizer rather than as an artist.*

Bishop, Anna Riviere (1810-1884), *a vocalist known chiefly for her high and brilliant voice, enormous facility and wide-ranging repertoire.*

Braslau, Sophie (1888-1935), *a concert and opera contralto who sang at the Metropolitan Opera.*

Caccini, Francisca (17th Century), *the first woman to compose opera, opera-ballet and ballet during the early 17th century.*

Carreño, Teresa (1853-1917), *established herself as a child prodigy and later won acclaim as a concert pianist.*

Cary, Annie Louise (1841-1921), *one of the first American singers to acquire international reputation; she was a contralto.*

De Cisneros, Eleonora (1848-1934), *an opera singer (mezzo soprano), she was the chair of the artists' and musical committee of the women's committee of the New Catholic War Fund.*

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[1] *These entries are taken from* Notable American Women; *see Bibliography, page 384.*

De Lussan, Zelie (1863-1949), *an operatic soprano who sang at the Metropolitan and Royal Opera at Covent Garden, England.*

Fay, Amy (1844-1928), *founded the Artists' Concert Club in Chicago; her most significant contribution was Music-Study in Germany, 1881, a collection of letters, which influenced hundreds of American students to seek musical education in Germany.*

Fox, Della May (1870-1913), *achieved fame as a light opera comedienne.*

Gluck, Alma (1884-1938), *a lyric soprano who sang at the Metropolitan and during her career sang between eighty and one hundred operas.*

Greenfield, Elizabeth Taylor (1817-1876), *a Negro singer known as the Black Swan, whose success and dignity helped prepare the way for Negro artists.*

Hackley, Emma Azalia Smith (1867-1922), *a Negro soprano singer and choir director, she organized a series of community concerts and folk song festivals in Negro churches and schools; in 1920, she introduced Negro folk songs in the Orient.*

Hauck or Hauk, Minnie (1851-1929), *possessed a combination of vocal talent as an operatic soprano and as an actress; is often credited with establishing the movement in opera away from the old Italian style toward more realistic, dramatic performance.*

Homer, Louise D. Beatty (1871-1947), *a contralto opera singer who performed at the Metropolitan Opera House.*

Hopekirk, Helen (1856-1945), *a piano teacher, concert artist and composer, who enjoyed a career as a traveling virtuoso.*

Jones, Matilda S. Joyner (1869-1933), *was the first Negro prima donna; paved the way for Roland Hayes and Marian Anderson.*

Juch, Emma Johanna Antonia (1860-1939), *an opera singer who was known for her excellent diction and facility in English, French, German, and Italian; organized the Emma Juch Grand English Opera Company for production of opera in English.*

Kellogg, Clara Louise (1842-1916), *a dramatic soprano who is considered the first homegrown American prima donna and the first American singer to achieve any considerable reputation in Europe.*

Kronold, Selma (1861-1920), *an operatic soprano from Poland who sang at the Metropolitan and founded the Catholic Oratorio Society, designed to improve musical training ground for aspiring singers.*

Mannes, Clara Damrosch (1869-1948), *German pianist and music educator.*

Moore, Grace, (1898-1947), *a musical comedy and opera singer and film actress, who sang at the Metropolitan.*

Morgan, Helen (1900-1941), *a popular singer and actress, she enjoyed her greatest success as Julie in Kern and Hammerstein's Show Boat.*

Nevada, Emma (1859-1940), *an operatic singer who was hailed by the critics as "a natural coloratura" and who performed at opera houses all over the world.*

Nielsen, Alice (1868-1943), *a singer in light and grand opera from Tennessee; hailed in 1900 as a woman star in light opera on the American stage.*

Nordica, Lillian (1857-1914), *an opera singer who had oratorio engagements in England and sang at the Metropolitan.*

Patti, Adeline (1843-1919), *an operatic soprano who sang all over the world and was idolized by the public.*

Phillipps, Adelaide (1833-1882), *an actress, opera singer, and one of America's first prima donnas.*

Powell, Maud (1868-1920), *a violinist who stressed the importance of experience in ensemble music and comprehension of theory and form.*

Rainey, Gertrude Pridgett (1886-1939), *one of the last of the great entertainers of Negro minstrels and one of the first to feature the distinctive folk-evolved type of song known as the blues; helped to preserve continuity from early forms of Afro-American music to jazz.*

Rider-Kelsey, Corinne (1877-1947), *a concert and oratorio singer later known as Mme. Rider Reed; considered one of American's top musical artists.*

Rivé-King, Julie (1854-1937), *a pianist with an immense repertoire of 500 compositions, who could command both virtuoso technique as well as precision and control; introduced many new works to her audiences.*

Samaroff, Olga (1882-1948), *a concert pianist and teacher who in 1925 joined the staff of the newly formed Juilliard Graduate School of Music, where she taught piano for the rest of her life. She was also a music critic of the New York Evening Post and among the founders of the Musicians' Emergency Fund of New York.*

Sanderson, Sybil (1865-1903), *an operatic soprano who made her debut under the stage name Ada Palmer and performed at the Metropolitan Opera.*

Schumann-Heink, Ernestine (1861-1936), *an operatic singer who was acclaimed in her operatic career as probably the world's greatest Wagnerian contralto.*

Sembrich, Marcella (1858-1935), *an opera singer who, after ten years of great performances as Rosina in* The Barber of Seville, *saw her beautiful and sustained tone become known as "Sembrich tradition." She later joined the vocal department of the Juilliard School and the Curtis Institute.*

Smith, Bessie (1894-1937), *a Negro blues singer with a contralto voice who enjoyed a recording career and sang songs with themes of poverty, sex, joy, grief; her songs expressed Negroes' sorrows and frustrations, along with the joy of living that enabled Smith to endure them.*

Thursby, Emma Cecilia (1845-1931), *a concert singer and teacher; had careers as a teacher and concert performer.*

Urso, Camilla (1842-1902), *a violinist, was recognized at 10 as a rising virtuoso; later was considered a leading woman violinist of the latter half of the 19th century and one of the outstanding violinists of her day of either sex.*

Van Zandt, Marie (1858-1919), *an opera singer who achieved a lasting place in the annals of opera by creating a title role in Leo Delibe's* Lakme; *possessed a voice of more than two octaves.*

Walker, Edyth (1867-1950), *an opera singer and teacher, performed at the Metropolitan Opera; she was one of the earliest Americans to achieve operatic success in Germany.*

Yaw, Ellen Beach (1868-1947), *a singer known for her unique vocal range; was welcomed by the musical world of Europe.*

Zeisler, Fannie Bloomfield (1863-1927), *a concert pianist devoted to the highest standards of musical performance.*

WOMEN IN MUSIC

Third Century

Cecilia was believed, erroneously, to have invented the organ. She was made Patron Saint of Music in the Roman Catholic Church; canonized in 1550.

Abbess Hildegarde was known as the "Sibyl of Rhine" and the "prophetess of Crusades." She composed over 70 choral works. Her medieval composition "Play of the Virtues" was the first liturgical drama to treat spiritual material as an allegory.

Middle Ages

Adeline entertained Lords and commoners as a troubadour. William the Conqueror was so impressed with her music that he awarded her an estate.

Corinna of Boetia was the teacher of the poet Pindar.

Marie de France wrote many songs, including one about King Arthur; her songs are now in the British museum.

Megolastrata of Sparta, dancer, singer, and poetess, organized female choirs and composed music for their performances.

Praxilla of Sicyon specialized in writing drinking songs.

Sappho of Lesbos founded a school for female pupils who studied poetry and music.

Telescillo, poetess, musician, and warrior, was famous for her hymns and political songs.

Seventeenth Century

Francesca Caccini, daughter of a Florentine composer, was probably the first woman to compose an opera, an opera-ballet and a ballet during the early 17th century.

Tarquinia Molza organized and conducted her own women's orchestra at the Italian court of Ferrara.

Maddalena "Casulana" Mezari, Barbara Strozzi, and Caterina Wallaert were composers of operatic and orchestral development.

Eighteenth Century

Maria Leopoldin Blahetka wrote piano pieces and one opera.

Dora Bright wrote three operas and two piano concerti.

Edith A. Chamberlayne composed two symphonies and one opera.

Elisabeth Claude Jaquet, harpsichordist and composer at the Court of Louis XIV, wrote one opera, several cantatas and "Te Deum" for full choir.

Clementine de Bourges composed several choral works.

Margarethe Susanna Kayser achieved a feminine first by publicly singing solo in a church choir at Hamburg, Germany.

Marianne Martinex wrote music for the large orchestral forms.

Maria Theresa von Paradis, pianist, founded a musical school for girls and composed several operas and instrumental and piano works.

Ethel Harraden, Sophia Julia Woolf, and Kate Fanny Coder each composed one opera.

Nineteenth Century

Elfrida Andree wrote an opera, an organ symphony, and an orchestral cantata.

Irene Baumgas published several compositions under the pseudonym Victor Rene.

Ingeborg von Bronsart, Franz Liszt's pupil, composed several operas.

Teresa Carreno wrote a Bolivar centenary festival hymn and the waltz "Mi Teresita."

Cecile Louise Stephanie Chaminade composed a piano concerto, a lyric symphony with chorus, a ballet, and a comic opera.

Marcy Cheney, concert pianist, composed the "Gaelic Symphony," which was performed by the Boston Symphony.

Jeanne Louise Farrenc composed two symphonies.

Carlotta Ferrari hired a theater to produce the first of her several operas.

Edith Greene composed a symphony.

Augusta Holmes was a pupil of Cesar Franck, a friend of Camille Saint-Säens and Vincent D'Indy, and an acquaintance of Claude Debussy. She used the pen name Hermann Zents. Her music included four operas, 12 symphonic tone-poems, and other works.

Amy Elsie Horrocks composed the orchestral legend "Undine."

Dora Bland Jordan wrote "Blue Bells of Scotland."

Margaret Ruthven Lang composed three concert overtures performed by the Boston Symphony. She is the only person to be included in all published editions of *Who's Who in America*.

Emilie Mayer wrote seven symphonies and one operetta.

Oliveria Louisa Prescott wrote two symphonies and one concerto.

Mary Alice Smith, called "the foremost woman composer of England," made musical composition her lifework. She composed two symphonies, four overtures, a concerto for clarinet and numerous chamber works, cantatas, and songs.

Ethel Smyth wrote six operas plus other works. Later she became a leader in the suffragette movement and composed "March of Women"; she was made a Dame of the British Empire in 1922.

Nina von Stollewerck wrote two symphonies.

Agnes Tyrell composed one symphony and three overtures.

Clara Wieck (Schumann), pianist and a prodigy, published 23 compositions.

Other composers of the 19th century include Laura Sedgewick Collins, Charlotte M. Crane, Constance Maud, Julia Rive-King, Harriet P. Sawyer, Jesse L. Gaynor, Fanny M. Spencer, Helen Hood, Jenny Price Black, and Clara A. Corn.

Twentieth Century

Grace Leadenham Austin wrote choral works.

Linda Patrick Babits wrote the "Western Star" piano concerto.

Grazyna Bacewicz wrote four symphonies, four violin concerti and the "Fourth String Quartet."

Esther Williamson Ballou wrote "Prelude and Allegro."

Katherine Lee Bates wrote the lyrics to "America, the Beautiful."

Marion Bauer, Juilliard faculty member, composed the "American Youth" piano concerto and "Sun Splendor," which was performed by the New York Philharmonic Orchestra.

Evelyn Berckman wrote two ballets.

Sister Mary Bernice wrote "Symphonic Variations" and "Mass in Honor of St. Pascal."

Carrie Jacobs Bond wrote "I Love You Truly" and "A Perfect Day."

Lili Boulanger was a composer who was the first woman to win the Grand Prix de Rome in music in 1913.

Nadia Boulanger, composer, conductor, instructor, taught composition to Aaron Copland, Virgil Thomson, Walter Piston, Marc Blitzstein, Roger Sessions, Robert Russell Bennett and others. She was the first woman to conduct the Paris Philharmonic Orchestra, the Royal Philharmonic Orchestra of London, and the Boston Symphony. (Sister of Lili)

Antonia Brico was the first woman to conduct the New York Philharmonic Orchestra. She founded and conducted the New York Women's Symphony Orchestra in 1935.

Radie Britain wrote "Theme and Variations on 'The Old Gray Mare'" and "Heroic Poem" for orchestra, the latter winning the International Hollywood Bowl Prize in 1930.

Effie I. Canning wrote "Rock-a-Bye, Baby."

"Claribel," pseudonym of Charlotte Alington Bernard, wrote "Come Back to Erin."

Betty Comden wrote "Just in Time," "The Party's Over," "New York, New York," "Bells Are Ringing" and other Broadway and film scores in collaboration with Adolph Green, Jule Styne, Andre Previn and Leonard Bernstein.

Mabel Daniels wrote "Deep Forest," "Three Observations for Three Woodwinds" and Pirate's Island."

Jean Reynolds Davis wrote two operas and two symphonies.

Katherine K. Davis wrote "Little Drummer Boy."

Emma Lou Diemer wrote "Symphony No. 3 'Antique.'"

Judith Dvorkin composed "Maurice."

Vivian Fine wrote the "Alcestis" ballet, "Concertante for Piano and Orchestra," and "Sinfonia and Fugato."

Varvara Gaigerova wrote three symphonies and orchestral suites.

Florence Grandland Galajikian wrote "Symphonic Intermezzo," which won the NBC Orchestral Award in 1932, and "For Freedom Suite," which was broadcast for propaganda purposes by the Office of War Information during World War II.

Ruth Gipps, pupil of Ralph Vaughan Williams, composed two symphonies and clarinet, oboe and violin concerti plus the oratorio "The Cat."

Peggy Glanville-Hicks, pupil of Ralph Vaughan Williams, composed four operas, four ballets, and five film scores.

Elizabeth Gould wrote "Declaration for Peace," "Trumpet Concerto," and "Sonata" for viola and piano.

Ethel Glenn Hier wrote "Asolo Bells."

Mabel Wood Hill wrote "Pinocchio" and "Fables of Aesop Suite."

Mary Howe wrote "Castellana for Two Pianos and Orchestra, Spring Pastoral," "Stars," and "Sand."

Dorothy James wrote "Elegy for the Lately Dead" and one opera.

Sister Rose of Jesus wrote "Symphonic Triptych."

Lucrecia R. Kasilag, the Philippines' First Lady of Composition, wrote "Sarimanok," "Toccata" and "Filiasiana" for mixed chorus and Asian instruments.

Barbara Kolb wrote "The Nightingale and the Rose."

Wanda Landowska, Polish harpsichordist, pianist, composer, wrote "Serenade for Strings," "Hebrew Poem for Orchestra," "Polish Popular Songs" for solo voice and instrumental ensemble, cadenzas for Mozart concerti and for Haydn's "Concerto" in D major, plus 100 songs.

Beatrice Laufer wrote a symphony.

Ethel Leginsky was the first American woman to conduct her own opera in 1935 in Chicago, and she organized the 100-player Women's Symphony Orchestra of Boston. She also conducted the Chicago Women's Symphony Orchestra.

Dee Libbey, student of Leo Sowerby, wrote "The Lost Forest," "Impression of a Leaking Faucet," "Five Years from This May," "Green Purple Plums" and "Mangoes."

Natalia MacFarren wrote the lyrics of "Songs My Mother Taught Me" to the music of Anton Dvorák.

Elizabeth MaConchy wrote "Quartet No. 5."

Frances McCollin wrote "Christmas Fantasy" and "Nursery Rhyme Suite."

Marguerite Monnot wrote music for the show Irma la Douce.

Mary Carr Moore wrote ten operas.

Thea Musgrave wrote "Colloquy for Piano and Violin."

Caroline Norton wrote "Juanita."

Maude Nugent wrote "Sweet Rosie O'Grady."

Pauline Oliveros wrote the electronic orchestral compositions "I of IV" and "Sound Patterns."

Alexandra Pakhmotova wrote "Concerto for Trumpet" and "Youth Overture."

Dora (Deborah) Peremann, conductor, pianist, composer, wrote several ballets, symphonic and chamber works, and a piano concerto.

Julia Perry wrote "Stabat Mater" and two operas.

Maria Teresa Prieto wrote four symphonies and six symphonic poems.

Eda Rapoport wrote several concerti and orchestral works.

Philippa Schuyler began composing when she was three years old, and her works include the symphonic scherzo "Rumpelstiltskin," performed by the New York Philharmonic, the Boston Pops, and the Chicago Symphony; she wrote the composition for symphonic orchestra "Sleepy Hollow Sketches." She died in 1967 in South Vietnam.

Ruth Crawford Seeger composed "Quartet."

Julia Smith wrote four operas, "Folkways Symphony," "American Dance Suite," and "Quartet" for strings.

Lily Teresa Strickland wrote three operas and a symphonic suite.

Germaine Tailleferre wrote "Sonata for Harp."

Louis Talma, professor of music at Hunter College, composed the opera "The Alcestaid," oratorio; and "The Divine Flame," "Corona (Holy Sonnets of John Donne)," "Toccato for Orchestra," and "Six Etudes" for piano.

Sister Mary Teresine wrote "Magnificat."

Celia Torrá was the founder-conductor of the Associacion Sinfonica Femenina y Coral Argentina and composed orchestral-choral works.

Harriet Ware wrote "Women's Triumphal March," which is the anthem of the National Federation of Music Clubs, and a symphonic poem and an opera.

Eleanor Remick Warren wrote "Suite for Orchestra," "Abram in Egypt," "Passing of King Arthur," and "Sonnets" for piano and strings.

Ruth White wrote the electronic compositions "Seven Trumps from the Tarot Cards" and "Pinions."

Joan Franks Williams wrote "Cassandra: Stage Piece for Film, Soprano and Instruments."

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Multimedia

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SCIENCE

How much sex bias is there in science education? In the scientific method, objectivity is paramount; therefore, the subject matter of science has little to do with sex bias. But look closely at science textbooks and students in labs and classrooms, and you're likely to find bias in large measure.

For example, flip through your science texts. How many pictures show women doing important or difficult scientific work? Can you find one illustration or description of a woman, outside the usual stereotypes, leading or addressing a scientific group? How many problems refer to "the scientist... he"?

Glance in the door of an advanced science class. What's the ratio of girls to boys? How does this compare to the ratio of girls to boys in introductory science courses? How can you account for the difference? How many students of each sex are likely to go on to further scientific study and careers?

Don't forget to visit the science lab. Are students of both sexes doing the same experiments, leading project groups, cleaning up the lab? Does the teacher expect from both boys and girls the same objective approach to dissection and all other scientific inquiries? Or are girls expected to be more squeamish and boys more sober as they learn the work of science?

How much bias is written into your school's science curriculum, with its implied expectations about the performance of boys and girls in science? In "Notes to the Teacher," you'll find specific strategies to help bring greater balance and objectivity to the science program in your school.

BECOMING SEX FAIR

lorence Sabin, honored as one of the foremost
cientists of all time, discovered how the human
ymphatic system works.

Notes to the Teacher

Use the following suggestions to promote sex fairness in science. Additional information about women in science is included in the Bibliography at the end of this section.

1. Expect students to perform on the basis of ability, not sex.

Teachers, schools and communities often have stereotyped expectations of students in science courses, such as the assumption that boys will do better academically while girls will do neater work. Counteract this by having both boys and girls work with lab and audio-visual equipment; record data; move or carry equipment; participate in demonstrations; and do clean-up chores. Assign classroom management tasks on an equal basis so that students of both sexes learn leadership skills. Most of all, avoid any remarks or reactions -- such as expecting girls to be squeamish about dissecting frogs -- which create a classroom atmosphere of dual expectations.

2. **Encourage all students of talent and interest to continue their studies in science.**

Why do scientifically able girls often choose to drop out of science? If there are mostly boys in your classes, take action to identify why girls are not electing more advanced courses.

This might include working with guidance counselors to devise ways to challenge all good students to continue their science studies. Often students fail to see the relationship of one course to another or how such studies may benefit them later. Spend some time with counselors and in your classes making this clear.

Another tactic is to schedule individual conferences with talented students to encourage them to continue. Girls, in particular, may not see any future for themselves in science because they have heard of so few women with careers in science.

3. Point out the contributions of women to science.

Because science traditionally has been treated as a man's field, women have not had an equal part in the development of science. Nonetheless, there have been many women pioneers, such as Williamina Fleming, Ida Hyde, and Maria Mitchell, who have made important contributions despite the constraints of sexism.

Be certain that women scientists are discussed at appropriate points in the curriculum. For example, if you discuss the race to decode the structure of DNA, be certain to point out the important work done by Rosalynd Franklin, who came close to the answer. Or in a unit on fission, discuss Lise Meitner and her discovery with Otto Hahn in 1939 of nuclear fission. Adding women to the science curriculum may require some research on your part; but consider your efforts well rewarded if you encourage just one motivated student to continue her studies.

4. Counter the effects of biased texts.

Although you may be using an excellent science text, it may be biased in many ways. For example, there may be problems at the end of a chapter worded like this: "The engineer...he," "The shopper...she," "The rifle team member...he" or "The nurse...she."

When you see such examples, comment on the wording. Work with students to reword problems so there is equal treatment of men and women. ("The scientist...she," "The lab assistant...he," "The biologists...they.")

Discuss these questions with students:

Why are most scientists referred to as "he"?
Is it a fair reference?
Why do you suppose there were few women in science 100 or even 50 years ago?
What are some reasons why the number of women in science and medicine is increasing today?
What are some sex biases that still exist in science?
What can we do about these biases?

Check each textbook you use against the checklist on page 51. You'll find additional help for evaluating written material in some of the "guidelines" books listed in the Bibliography. As you note sexist problems in your texts, devise plans and a schedule for solving those problems.

Finally, when you're ready to purchase new texts, make sex fairness an important criterion in your selection.

5. Show that gender has nothing to do with a career in science.

When you discuss careers in science, make it clear that these fields are open to anyone with aptitude and interest; a person's gender should have nothing to do with career choice.

Some of these strategies can help you give a more balanced view: give examples of women in science today; invite a woman scientist to address your class; post pictures of women as well as men at work in scientific fields; keep a file of recent articles on women in science for interested students; have every student do some research on a particular career in science that interests him or her.

Remember, women have many more opportunities in science today than ever before. Since women will work outside the home for an average of twenty-five years, girls as well as boys should be encouraged to prepare for the fields they enjoy and for which they have the aptitude.

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Guidance staffs have a special responsibility and challenge to advise students on the basis of individual strengths and interests, without regard to gender. This is especially important when students come for educational or career counseling.

In the past, students were often advised according to their sex: the boy with ability in art or music might be counseled to consider careers in more "masculine" fields, such as sports or science; or the girl talented in math might be handed secretarial school brochures while her male counterpart scanned the list of engineering schools. Often the attitude in guidance offices and elsewhere was that "a girl will just get married anyway; no sense wasting all that time and money on college." If the girl had brothers, it was assumed that she should be last in line for the family's education dollars.

These attitudes are changing, but more subtle biases remain. For example, files of guidance materials are often out of date: there is little to encourage the girl or boy who is looking for training in fields considered appropriate for the opposite sex only. Boys and girls interested in flying should see that people of either sex can be flight attendants or pilots; in medicine, they need to know that they can strive for many different positions, depending on ability -- nurse, technician, doctor, ambulance driver.

BECOMING SEX FAIR

Clara Hills was named Secretary of Housing and Urban Development in 1975.

Notes to the Guidance Counselor

The following suggestions will help you make certain that your guidance program is without sex bias:

1. Keep up to date on employment and family statistics. Remember, most students -- girls as well as boys -- will spend 25 to 45 years in a career outside the home. Encourage each to choose and prepare for the career that will be most rewarding to her or him over a lifetime of work.

Remember, too, that as life styles change, there will be more and more single-parent families, as well as families where both parents work outside the home. This means that children of both sexes should understand that they may spend much of their lives managing home, family and career at the same time. Often this will be an economic necessity.

2. Identify (through teachers) those students of ability who suddenly drop out of a more demanding curriculum. Such students are likely to need counseling and support in order to see the short- and long-term ramifications of their decision. Students drop these courses for many reasons. Often, however, they are girls who don't see much future for themselves in the fields that call for such subjects as higher math or advanced science.

3. If you plan a career day or bulletin boards, be certain that people of both sexes are represented in a diversity of careers. In this way, girls as well as boys will see that people of both sexes can succeed in careers outside the usual sex stereotypes. For example, why not have a woman veterinarian talk to science students, or a male chef or tailor address those in the practical arts curriculum?

4. Keep your guidance materials up to date and sex fair. Eliminate those which are biased; or supplement them with other sources that show people of both sexes happy outside stereotyped roles. One school district uses a "Guidance Materials Critique" form to evaluate all guidance materials. The materials are then sent, with critique attached, to a central location within each school.

The suggestions above are just some of the means you can use to be certain your district's guidance department counsels students in a sex fair way. For more ideas, review these items on the next pages:

- A sample letter used by the guidance department of one school district to establish a network for disseminating guidance information;
- A "Guidance Materials Critique" form used by the same district;
- A bibliography of sex fair guidance resources.

SAMPLE

TO: ______________________________, Director of Student Services

FROM: (Names of elementary and secondary counselors)

RE: Establishment of a guidance information network

We recommend the establishment of an information network for evaluating and disseminating guidance materials. The following is suggested:

A. Locate all guidance materials centrally, with a guidance person in each elementary, junior high, and senior high school.

B. All guidance materials will be evaluated using the attached "Guidance Materials Critique."

C. Critiques will be attached to all evaluated materials, with a copy sent to the designated counselor at each level. This counselor will send the critiques to the career center.

D. A newsletter will be published periodically to disseminate this information to all guidance personnel.

GUIDANCE MATERIALS CRITIQUE

INSTRUCTIONS TO ALL GUIDANCE PERSONNEL:

Complete the following critique. For clarification of sex fairness, see the counselor's Self-Evaluation Checklist of non-sexist behavior, included in the Stage One Manual, pages 79-84. Return this critique to the person responsible for guidance materials in your school.

NAME:	FILM	FILM-STRIP	TEXTS	OTHER	DATE	LENGTH	LEVEL	PRICE	WHERE IS IT?
Please comment or check each box as applies									

EVALUATION CONTINUUM
Place an X on each:

	VERY POOR			EXCELLENT
Technical Quality	______	______	______	______
Content Quality	______	______	______	______
Sex Fairness	______	______	______	______
Racial Fairness	______	______	______	______

Recommended Use:

Comments:

Evaluated By______________________ Date______________________

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The following bibliographical materials are representative of available sources. Since time makes materials obsolete and changing views call for new materials, we cite some reliable publishers and responsible organizations to whom you can write as specific needs arise.

These sources include:

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  2401 Virginia Avenue, N.W., Washington, D.C. 20037
- B'nai B'rith Career and Counseling Services,
  1640 Rhode Island Avenue, N.W., Washington, D.C, 20036
- Division of Pupil Personnel Services, Bureau of Instructional Support Services, Pennsylvania Department of Education, Harrisburg, Pa. 17126
- Feminist Book Mart, Post Office Box 149, Whitestone, N.Y. 11357
- Guidance Associates (GA), 757 Third Avenue, New York, N.Y. 10017
- KNOW, Inc., Post Office Box 86031, Pittsburgh, Pa. 15221
- NEA Order Department, The Academic Building, Saw Mill Road,
  West Haven, Conn. 06516
- Sex Equality in Guidance Opportunities Project (SEGO),
  APGA, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009
- United States Department of of Labor, Employment Standards Administration, Women's Bureau, Washington, D.C. 20210

COUNSELING TOOLS

Elementary

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Non-Sexist Community Careers. Instructo/McGraw-Hill, Paoli, Pa. 19301, 1976. *Flannel-board materials showing men and women in equal roles. Also multiethnic. Shows 27 people dressed to fit occupational roles.*

Scott, Frances. Maybe I'll Be. Sun River Press/The Two Continents Publishing Group, Ltd., 30 East 42nd Street, New York, N.Y. 10017, 1975. *Book of illustrations of people in jobs; space for stories by reader.*

Sex-Role Stereotypes Teacher's Guide. Daitch, Lansberry, Stern, Williams, 49 Parker Street, Watertown, Mass. 02172, 1975. *Includes classroom activities relating to jobs and sensitizing children to concept and effects of stereotyping. For use with grade four and up.*

Some Things You Just Can't Do by Yourself. A New Seed Press Book, Post Office Box 3016, Stanford, Calif. 94305. *Primary grades; illustrates interdependencies.*

When I Grow Up, I Want to Be. Instructo/McGraw-Hill, Paoli, Pa. 19301, 1976. *Kit for flannel board; includes teaching guide and figures. Over 36 occupations can be illustrated.*

Secondary

Girls at Twelve. Education Development Center, Inc., 55 Chapel Street, Newton, Mass. 02160, 1975. *Grade 7 through adult. Comprehensive film with student resource book. Includes student activities, comprehensive bibliography.*

Identity: Female. Dun Donnelley Publishing Corporation, 444 Lexington Avenue, New York, N.Y. 10017, 1975. *Multimedia materials and guide. A 10-module course for high school use.*

Jobs and Gender. Guidance Associates, 757 Third Avenue, New York, N.Y. 10017, 1971. *Filmstrip and cassette. Junior high through senior high. Review of stereotypes in jobs with examples of people in non-typical roles such as a woman carpenter and a man kindergarten teacher.*

Labels and Reinforcements of Sex-Role Stereotyping. NEA Order Department, Academic Building, Saw Mill Road, West Haven, Conn. 06516. *A two-part color filmstrip with record for high school students. Also usable for preservice training of teachers and for community involvement programs.*

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Men's Lives. New Day Films, Post Office Box 315, Franklin Lakes, N.J. 07417. *16mm film on the socialization of men. Leads into many discussion areas, including social issues, racist and sexist stereotypes.*

Reexamining Sex Roles. Harper and Row Publishers, Inc., 10 East 53rd Street, New York, N.Y. 10022, 1975. *Filmstrip and cassette for high school and above. An objective presentation of opposing views. Poses questions for in-depth discussion.*

A Woman's Place. Schloat Productions Distribution Center, West Nyack, N.Y. 10094, 1974. *Filmstrip and cassette for senior high and adult. Allows for discussion while reviewing women in traditional and non-traditional roles. Very factual, with activities and discussion questions in the manual.*

Women. Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632, 1977. *Filmstrip and cassette. For junior and senior high. Useful discussion questions in the manual.*

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Sex Fairness in Career Guidance: A Learning Kit. ABT Publications, 55 Wheeler Street, Cambridge, Mass. 02138, 1975. *Appropriate for counselor education and in-service programs. Contains manual, spirit masters, role-playing cards, cassette.*

"Sexism and Counseling." The School Counselor, Vol. 24, No. 2, November, 1976. *Comprehensive articles: "Raising the Male Consciousness through Group Experiences," "Career Counseling for Women," and others.*

Sprung, Barbara. Non-Sexist Education for Young Children. Citation Press, c/o Scholastic Magazine, 50 West 44th Street, New York, N.Y. 10036, 1975. *Paperback text. Background materials for parent and professional groups.*

Training the Woman to Know Her Place. Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126, 1973. *Background reading with introduction of the concept of equality of sexes.*

Women Today. Today Publications, National Press Building, Washington, D.C. 20045. *Biweekly newsletter; includes issues and current events of importance to women.*

Through the Media Center/Library, teachers and students seek out many worlds beyond the classroom.

One challenge you as a media specialist/librarian have is to see that they find a collection that is balanced and free of bias. Can students, for example, find a good selection of adventure or sport stories about girls? Can they read about boys who sometimes lose or come in second or who openly express affection, frustration or sorrow? Can students easily find information for research projects that include women as well as men?

Or consider teachers who may be revising their curriculum to remove bias. Can they turn to the media center for sex fair books and references? Are you up to date on sex fair films, books and periodicals so that you can round out your collection in this important area? Can you give teachers bibliographies that include sources about people who accomplish things beyond the old sex stereotypes?

Eliminating sexism is a challenge. But your role is a vital one if your school is to carry out its plans for sex fairness in school life. Whether people come to the media center/library for information, entertainment, or just plain browsing, they should find a wealth of unbiased materials.

BECOMING SEX FAIR

Did you know that Julia Ward Howe wrote
The Battle Hymn of the Republic?

Notes to the Media Specialist/Librarian

The following ideas and activities center around the media specialist's Self-Evaluation Checklist of non-sexist behavior. You probably filled out a copy of the checklist during an in-service workshop on sex fairness. However, if you have not yet completed a checklist, begin by studying pages 85-89 of the Stage One Manual: Preparing for Change.

Then, with the guide below, review your center's collection for sex fairness. Once you know what your needs are, you can use many of the uggestions that follow to remove bias from your media center.

1. Review your collection, paying particular attention to the problem reas listed below.

Biographies. On a given shelf, how many are about male subjects? ______

How many are about female subjects? ______

Sports. How many books feature girls? ______

How many feature boys? ______

Crafts. How many books feature boys? ______

How many feature girls? ______

Picture Books.

- How many show boys being resourceful, clever and assertive? ______
- How many show girls being resourceful, clever and assertive? ______
- How many show girls being sensitive and gentle? ______
- How many show boys being sensitive and gentle? ______
- How many show parents of both sexes sharing household responsibilities? ______
- How many show parents of both sexes caring for children? ______
- How many show a family with just one parent? ______

Fiction. Using a random shelf as a sample, decide:

- How many of your books about adventures feature girl characters? ______
  How many feature boy characters? ______
- How many of your books about family or emotion feature girl characters? ______ How many feature boy characters? ______

History. Look at a column in the index of any history book. How many men's names are listed? ______

How many women's names? ______

2. *Purchase new materials to fill the gaps you have found in your collection. The following book lists will help you locate unbiased books.*

Fair Play, by Ferris Olin. Order catalog from:
Training Institute for Sex Desegregation
College Hall, Douglass College
Rutgers University
New Brunswick, N.J. 08903

Feminist Bookmart. Order catalog listing women's books and non-sexist children's books from:
Feminist Bookmart
P.O. Box 149
Whitestone, N.Y. 11357

Lollipop Power. Publishes books to counteract sex-stereotyped behavior and role models for young children. For a catalog of available books send a stamped, self-addressed envelope to:
Lollipop Power, Inc.
P.O. Box 1171
Chapel Hill, N.C. 27514

New Perspectives. A bibliography of resources for Pennsylvania schools.
Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

New Seed Press. Nonprofit publisher of feminist children's books. Order catalog from:
New Seed Press
P.O. Box 3016
Stanford, Calif. 94305

Review the bibliographies in this program. They list and describe many excellent books, films and other media which are fair to both sexes.

3. *Use non-sexist material in your media center.*

- For story hours, use some stories that feature characters of both sexes in non-stereotyped roles. Ira Sleeps Over, by Bernard Waber, and Gone Is Gone, by Wanda Gag, are two good possibilities.

- If you choose to read a story which is sexist in nature but otherwise good (many classics fall into this category), discuss the bias with the children. You might introduce the theme of courtly love, for instance, and point out how the beautiful princess/brave prince are part of that historical period. Or you might ask thought questions: Should the husband in The Fisherman and His Wife have done as the woman instructed, when he knew better?

- Be certain that all display and bulletin board materials are non-sexist. For example, use equal numbers of male and female figures.

4. *Let teachers know about non-sexist materials.*

- Set up a special display of sex fair materials in the faculty room.

- Keep a current bibliography of good, unbiased books your library owns. Issue copies to teachers.

- When pulling materials for a unit, include non-sexist ones. Tell the teacher about those you feel are especially good; conversely, warn the teacher about resources that, though useful, are biased; help teachers use biased materials in non-sexist ways.

- Keep teachers informed of recent articles about sexism. Giving the article directly to a teacher and asking him/her to tell you what he/she thinks about it is one very effective technique. If the article is in the area of specialization (math, social studies) of this teacher, so much the better.

- As you acquire non-sexist materials, give teachers lists of topics on which you can now provide information for student reports. You might give to the social studies teacher, for instance, the names of women from the American Revolution on whom you now have biographical information. To the English department include works by or about women writers.

- Hold an "open house" once a month during faculty meetings. (These may have to have the mandate of the principal.) At the open house, display new material and present rediscovered "oldies but goodies." Give thumbnail sketches of non-sexist books as well as others. Encourage informal group discussion of materials teachers like and methods they use in presenting these to students. This should not be a meeting primarily concerned with sexism, but the topic can be an important one throughout such sessions.

5. *Teach library skills in a non-sexist way.*

- Always refer to authors and publishers as both "he" and "she."

- When using examples from the card catalog, be sure to include both men and women authors.

- When teaching the Dewey Decimal System use unbiased examples. Avoid the use of "man" when you mean "people."

- When teaching reference book skills, include equal numbers of men and women as examples.

- Require equal performance from children of both sexes when testing skills.

6. *Make sex fairness a daily practice in the media center/library.*

- Think over your expectations for behavior from boys and girls. Do you allow boys to be noisier than girls?

- Recommend all types of books to both boys and girls. Be especially alert to areas often stereotyped, such as sports, crafts, and adventure. Avoid suggesting to boys only those books with male main characters or to girls only those with female main characters.

- Make an all-out effort to recruit both boys and girls as library assistants. Once they are recruited, be impartial in training them and assigning jobs.

- Let publishers know what you think. If you are dissatisfied with preview or newly acquired materials because of sexist content, explain your feelings promptly and clearly to the company.

- Discuss successes and failures in your non-sexist endeavors with other professionals. The improved communication may be a pleasant bonus.

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